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ABSTRACT

Reports from Graded Objectives in Modern Languages (GOML) groups throughout Great Britain are included in this annual newsletter on second language learning. It also contains two special reports: (1) report of the 9th annual GOML in-service training course in "Graded Objectives in Modern Languages: Taking Stock" (draft proposals), including a description of a 5-year course and criteria for national calibration of the syllabus and assessment; and (2) the Lane End Conference Report, including issues of principles, design-focused issues, a look toward the future, a discussion of criteria of performance by Barry Jones, a discussion of periodic testing as related to a national common curriculum by Brian Page, and information on a Northern Partnership for the accreditation of graded test schemes in modern languages. (LB)

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Graded Objectives in Modern Languages

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GOML News 13

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Compiled by Derek Hewett
for the GOML Co-ordinating Committee

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1. Editorial

GOML News 13 takes a different shape this year in order to reflect the events which have taken place since the last issue.

The normally practically-focused workshop in York gave way this June to a stock-taking exercise and the writing of a paper, included here in its draft form, for presentation to the subject working party to be set up in September 1988 to begin the languages-specific work initiated by the publication of the report from the Task Group on Assessment and Testing (TGAT) earlier this year.

The convening of this group has now been postponed, which leaves a little more time to re-edit and polish the paper, which was to have been ready for the beginning of the Autumn Term. If readers have worthwhile additions which they feel should be made, they should send them to me at CILT.

In December 1987 CILT staged a conference at Lane End in Buckinghamshire on Graded Objectives in the light of GCSE and other developments. A report of this conference and in particular the discussions of the workshop sessions held there is also included in this issue.

Both these documents will be made available to the languages subject working party when it does meet.

Given the broad recommendations of the TGAT report and the more flexible approach to assessment which it advocates, it is only sensible that the experience of teachers, advisers, and researchers accumulated over the past ten years working in the field of graded levels of achievement, should feed into the deliberations of this group.

Reports from GOML groups around the country can also be found in this issue as well as an up-to-date list of GOML initiatives with summarised information and contact addresses.

This year has been a very exciting one as far as a possible future role for Graded Objectives has been concerned and if the findings of the eventual subject working party are accepted, then what has in the past been regarded as something of a fringe phenomenon will at last be accepted into the mainstream of educational policy. And not before time you may say.

Derek Hewett
Editor

2. Report of the 9th annual GOML in-service training course in 'Graded Objectives in Modern Languages: taking stock' - draft proposals

A FIVE-YEAR COURSE

Objectives for secondary school foreign language learners are that they should be able to operate at their own level of intellect and maturity as:

1. a person abroad
2. a host to, or interpreter for, a foreign national in the U.K. in everyday situations in work and leisure
3. a consumer of publications and broadcasts from abroad
4. an active participant in collaborative work in a multilingual environment

In order to do this, learners must be given the opportunity to:

1. socialise at appropriate levels of formality and politeness implicit in the foreign culture;
2. develop social skills in the foreign language which maintain, facilitate and improve communication;
3. use strategies to cope in social contexts with the unpredictable;
4. initiate contacts;
5. use the language at their disposal to express their own ideas;
6 develop an insight into the workings of one foreign language to enable them to learn another language;
7. become an imaginative user of the language.

In their FL learning, pupils should, through the use of appropriate methodology, also develop general and personal skills, such as cooperation, respect for others, tolerance, empathy, creativity, initiative, problem-solving, enterprise, etc.

In the opinion of the Commission of the European Communities, it is desirable that all children have knowledge of at least one and preferably two languages of the Community. A five-year course in one modern language is not always the only pattern of foreign language provision that should be made available, nor indeed the only pattern sought by employers.

There is, therefore, a strong argument to support a foreign language package being delivered in a number of ways rather than as one language for all over five years. Pupils should be able to

participate in the decision making processes of how this package is delivered.

1- progression

Although we would applaud the HMIs' statement (cf Curriculum Matters 8, para 34), progression must not be seen simply in terms of topics, grammar and vocabulary, but in terms of a complex interplay of:

- language-specific skills (range of vocabulary; complexity of grammar; range of idiom; range of topics and settings; fluency; rapidity of response; coping strategies; etc.)
- language learning skills
- general and personal skills

2 - needs

There is broad agreement with paragraphs 6 to 10 of Curriculum Matters 8, which we see as reflecting the three skill areas we have set up for progression:

- recreational and vocational purposes
- ability to learn subsequent languages or the first language for specific purposes (e.g. catering)
- cultural awareness and social development

3 - language policy/diversification

a) The choice of language will vary according to the three categories of needs defined above. The implication of this is that local needs should be taken into account and that French shouldn't necessarily be the first choice language.

We see three possible models to which the learner should have access:

- one language
- two first equal languages
- language awareness or taster course, followed by choice of language

b) Subsequent languages
Access to a second foreign language should not be restricted to abler linguists. Enthusiastic pupils of all abilities should be encouraged to take up subsequent languages as long as it does not interfere with a broad, balanced curriculum, but see 'time' argument below.

c) Pupils ought to be able to decide by themselves or with their parents what pattern of provision they need.

4 - timing

* the group is in favour of flexibility in setting attainment targets according to the age of the learner, given the enormous diversity of performance at given ages. (cf TGAT report para 109)

* Curriculum Matters 8, p.17, para 34; the course needs to be seen not in terms of time spent (years or hours) but in terms of objectives to be achieved. These objectives will be met by different children at different points in their development.

Different models would therefore be possible, e.g.:

- intensive language teaching
- sections bilingues
- faster pace within periods of teaching

With such structures then the following is possible within core time:

- second foreign language introduced after plateau reached in first foreign language

and/or

- second foreign language/third foreign language introduced after a defined level reached in first foreign language courses

and/or

- continuation courses (e.g. AO/FLAW) added in same time allocation.

Implicit in the above suggestions are the following assumptions:

- many children grossly underachieve,
- methodology needs to match the pacing implied.

Core time could be supplemented by option time thus doubling the time of study available. This would be a response to pupils who prefer intensive language courses.

CRITERIA FOR NATIONAL CALIBRATION OF SYLLABUS AND ASSESSMENT

The recommendations of the TGAT report, which have been accepted by the Secretary of State, and in particular the diagram and its explanation in paragraph 104, describe in essence a graded objectives scheme. Graded objectives schemes in modern languages, which have grown up throughout the country over the past ten years, provide the information on the attainment of learners of all abilities at particular ages. These could form the basis of a national testing system, provided their results could be made more nationally comparable.

We suggest that the working party produces a calibration instrument that enables the levels of the graded objectives schemes to be compared in a similar way to that in which the NEA calibrates graded objectives schemes in the North, in order to validate the results in its Records of Achievement system.

General principles

We believe that the framework devised for the assessment of the National Curriculum in Modern Languages should encourage curriculum development as GOML has for the past decade and avoid imposing a strait-jacket. The framework should be sufficiently general and flexible to allow for variations in individual needs and yet sufficiently specific to provide clear guidelines.

There should be no prescription of specific content e.g. topics, but among the areas covered we would expect learners to:

i. be able to function in the foreign country on a transactional and social level.

ii. to communicate with native speakers of the foreign language in this country on a transactional and social level.
iii. to use the language for their own purposes in the classroom.

The interests and experience of the learners should be included among the areas covered. The use of the language in imaginative ways should be included i.e. learners should be encouraged to read and write stories, poems, etc. even with a limited language store. As part of a relevant and developing curriculum this principle includes:

i. A development from familiar interests to unfamiliar experience;
ii. A broadening of the scope within which pupils can reflect on their own interests and experience using the foreign language;
iii. A gradual development of clearly defined knowledge and concepts relating to foreign countries.

The profile components (in the TGAT sense) must not be assumed to be confined to the traditional four discrete skills but could include, for example, interaction (speaking and listening), the acquisition of information (reading, listening, speaking), the transmission of information (speaking, writing). There should be cooperation with the English group to produce possible common profile components.

Levels of achievement

We consider that the following elements may be used to identify a progression of levels of achievement in the effective use of language:

In tasks:

1. Predictability: the extent to which the language and situations with which the learner is expected to cope are predictable.
2. Increasing complexity of roles and settings including socio-cultural elements.
3. Independence: the extent to which the learner is expected to take the initiative in a given situation and to make his/her own contribution.

In the outcome or performance of tasks:

1. Interaction: to act and react appropriately in a range of interactive situations.
2. Length of utterance.
3. Fluency: the degree to which the words needed come readily to the learner.
4. The effect of the learner's utterance on the hearer's subsequent utterances i.e. for example whether the hearer would feel the need to use caretaker talk, a restricted vocabulary, more gestures than usual, etc.
5. Use of communication strategies: the extent to which the learner can use communicative strategies to cope with rhythm and speed, unfamiliarity of accent or content, difficult acoustic circumstances; capacity to cope in difficult circumstances.
6. Coping with increasing grammatical complexity including cohesion.
7. Range of language, e.g. ability to use/appreciate synonyms, vocabulary size, the extent to which one can be more precise about what one means.

Forms of assessment up to 16

WHAT SHOULD BE ASSESSED?

Levels of proficiency in foreign language competence.

Why?

In order to foster positive attitudes towards learning, through the achievement of short-term objectives, and to increase motivation through regular feedback, in a framework of defined levels of attainment which will encourage teachers and pupils alike to reach their full potential.

When?

Assessment should be stage-related, negotiated, and administered when the individual learner is ready. An open profile would be more desirable. This would allow different levels of performance to be plotted vertically in each skill rather than assessment being across all skills at the same level before moving on, e.g.: a pupil could achieve Level 4 listening, but Level 2 speaking.

Where?

In the normal learning situation, closely integrated into the teaching and learning process.

Who?

The stages of assessment should provide a framework in which pupils of all abilities can achieve a measure of success which reflects their attainment. Pupils should be assessed by their teacher when they and the teacher feel they are confident of success. Through individual and ongoing records of achievement the children are continually evaluating their own progress.

How?

Some form of continuous assessment is essential.

This should be in keeping with a communicative approach[1] to language teaching, and would include:

a. a continual monitoring on the part of the teacher of individual pupil performance, combined with

b. periodic recording of performance in individual or group tasks. This would be a criterion-referenced assessment.

Differentiation within individual tasks and between separate tasks will allow for achievement by all pupils at different levels. These tasks should be plausible and meaningful to learners.

The assessments, which may be task-based, should have realistic and relevant objectives and, as such, should allow for the use of any appropriate language resource.

The stages of assessment should reflect the level of complexity of language that the individual child can cope with. The assessments should be an accurate, progressive record of individual achievement, possibly leading to public examination. The stages of assessment should be sufficiently flexible to allow for response at a local and national level to curriculum developments. Accreditation may be cumulative, or differentiated according to levels of difficulty or a mixture of both.

Assessment should be available in the four skill areas, but this

need not imply discrete skill assessment, nor assessment of all skills at any one level.

The record of achievement should not just involve numerical assessment of performance, but also leave room for more descriptive statements of pupil attitude, involvement, perseverance and creativity.

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1 See page 12 for definition.

APPENDIX (i)

List of participants

Name	
G ARLIDGE	Angmering School, Angmering
L J ASHDOWN-HALL	S.S.P.D.C., Ipswich
MEL AUSTIN (Group Leader)	Hardenhuish School, Chippenham
CRISTINA BARBER	Mount St Mary's High School, Leeds
JOHN BATEY	Ridley High School, Blyth
RICHARD BEATON	Ripon Language Centre, Ripon
J BROTHWELL	Yorkshire & Humberside Examining Board
ERIC BROWN	CILT, London
JAMES BURCH	Lord Grey School, Milton Keynes
MARIAN CARTY	Teachers' Centre, Morden
S W COLLINSON	Bedlingtonshire High School, Bedlington
PHILIP DAHL (Group Leader)	Somerset Language Centre, Bridgewater
MANFRED DAHMEN	Inspecteur, Ministere de l'education nationale, Belgium
CHRIS DARBY	Edgbarron School, Crowthorne
J M DAWSON	Taunton Manor High School, Old Cailsdon
J W DOHERTY	St Augustine of Canterbury School, Oldham
J HADFIELD	Alurnwell Comprehensive, Walsall
SUE HARRISON	Education Development Centre, Walsall
JUDY HAWKER	Institute of Linguists, London
LESLEY HEPTON	Sydney Smith High School, Hull
DEREK HEWETT (Group Leader)	CILT, London
COLIN HUMPHREY	George Abbott School, Guildford
WYN JEFFERY	Weston Park Girls' School, Southampton
R A E JENNINGS	John Hanson School, Andover

BARRY JONES (Group Leader)	Homerton College, Cambridge
SUE KORTLANDT	Hall Mead School, Upminster
PENELOPE LEWIS	Tamworth Manor High School, Mitcham
KATHRYN LOFTHOUSE	Robert Smyth School, Harborough
STELLA MARSH	Framwellgate Moor Centre, Durham
LYNDA MacDERMOTT	Bishop Reindorp School, Guildford
MARY McDERMOTT	St Louise's Comprehensive College, Belfast
ERYL McNALLY	County Hall, Aylesbury
PETER MOLLOY	CILT Conference Administrator
RITA MORRIS	St Patrick's Comprehensive, Stockton
ALISON NOBLE	Christ Church College, Canterbury
GARY OGDEN	Dovecot Comprehensive, Liverpool
ROSEMARY OLIVIER	St Wilfrid's R.C. Senior, Crawley
CAROLINE ORR	U.C.L.E.S., Cambridge
BRIAN PAGE (Group Leader)	Central Language Laboratory, Leeds
V A RADFORD	Institute of European Education, Lancaster
FRANCINE RIGONI	U.C.L.E.S., Cambridge
NICOLE ROBERT	Stamford Middle, Norbury
ROBERT ROBERTSON (Group Leader)	Education Department, Reading
VIV ROBINSON	Soar Valley College, Leicester
GERTRUD SAYER	Chase Cross School, Romford
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A O SHEARD	Craig Lea, Darlington (Durham LEA)
HENRY SINNERTON	Orangefield Boys' School, Belfast
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FIONA TAGGART (Group Leader)	St Colmcilles High, Crossgar
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JOHN THOROGOOD	King Alfred's Hall, Wantage
JUDITH TOLLEY (Group Leader)	Darlaston Comprehensive, Wednesbury
R W WASS	U.C.L.E.S., Cambridge

3. Lane End Conference report

A report of the workshop discussions at the CILT National Conference on *GRADED OBJECTIVES IN MODERN LANGUAGES IN THE LIGHT OF GCSE AND OTHER DEVELOPMENTS*, held at the Lane End Conference Centre, High Wycombe from 11 to 13 December 1987.

Summaries of the talks which stimulated the discussions are to be found separately. Both discussion workshops followed on from inputs by Barry Jones, principal lecturer in French at Homerton College, Cambridge and author of the GCSE teacher's guide for French and Brian Page, President of the Joint Council of Language Associations.

Barry Jones presented 10 criteria to which, he felt, communicative syllabuses should conform, i.e. that they:

* involve interpersonal inter-action
* involve unpredictability and creativity
* take place in a language and socio-cultural context
* involve a purpose
* use authentic and not text book language
* are judged as successful on the basis of behavioural outcomes
* involve speaking, writing, reading and listening, in a variety of combinations, not just in isolation
* interact with human and world knowledge
* involve grammatical competence
* involve coping strategies.

Conference participants were asked to enlarge on any of these criteria or suggest more of their own.

Brian Page spoke about the way in which Graded Objectives schemes could provide the framework for a system of periodic assessment as outlined in the National Curriculum proposals, using either a set of regional criteria for the accreditation of schemes as had been developed by the Northern Examining Association, or, if it were felt desirable, a set of national ones.

He then asked conference participants to consider how a graded objectives scheme could fit in with more generalised criteria so that a regional or national comparison could be made.

The report which follows, based on the discussions of the eight working groups has been divided into three main sections.

The first section covers those issues of a more general nature, which could be described as policy-focused issues of principle and include assessment, mixed-skill as opposed to single-skill assessment, skills-based as opposed to content-based syllabuses, range and variety of language and progression and distribution of curricular time.

The second section concentrates on more specifically design-focused issues of a 'technical' nature. These include coping strategies, purpose, context, predictability, cueing, interpersonal interaction and support materials.

Thirdly a set of proposals has been drawn up for the attention of the DES, the SEC, the regional examining bodies and local authorities for consideration in the light of current developments and for developing graded levels of achievement for modern languages in line with the recommendations of the Task Group on Assessment and Testing.

PART ONE - ISSUES OF PRINCIPLE

Assessment

It was felt that a form of graded assessment should replace tests as such and that a clear distinction should be made between the two. Ideally any system of graded assessment would incorporate profiles and records of achievement, involving an explicit description of how pupils complete, and perform in, tasks set. Such systems would, for example, develop the aims of GCSE in a more appropriate and flexible manner.

Two main points were put forward in this connection:

1. Assessment should encourage real communicative competence and not just develop examination techniques. It should eventually become an integral part of the learning process, and thus be less threatening to pupils.

2. There is, however, a danger of refining assessment programmes to the detriment of good classroom practice and so any criteria, regional or national, should not be too rigid.

It was also felt that more thought should be given to mixed-skill as well as single-skill assessment, although the former is more

difficult to assess objectively, given that completion of the global task may well rely on receiving correct or at least comprehensible information from another pupil.

Mixed-skill and skill-based activity

The development of mixed-skill activity was considered vital in order to avoid a possible excessive use of English.

Skills should be developed to access and handle information from a variety of sources e.g. information technology and tabular data. There was also a need for course-work to facilitate mixed-skill, continuous assessment, it was said. One group was of the opinion that there needed to be a shift away from content-defined syllabuses and towards skills-based ones, which would allow for the following:

1. a more refined definition of progression not simply based on amassing more vocabulary or covering more topic areas.

2. teachers would be able to choose content according to the interests of their pupils.

3. the fact that pupils may develop in different skill areas at different times, rather than conform to one global Level 2 or 3 performance.

4. pupils to move beyond single tasks into more open-ended situations, where they are free to use their linguistic repertoire as widely as possible.

5. pupils who cannot retain large amounts of vocabulary would perform a task by demonstrating the underlying skills required.

6. pupils would cover different topic areas in the second foreign language from those covered in the first.

7. the recognition of language-learning skills which would enable students to tackle new foreign languages with greater confidence later on in adult life.

Range and variety of language and progression

Any criteria for assessment need to be seen in wider terms, making allowances for a pupil's creativity and imagination for example. If criteria are to form a basis for a defined hierarchy or progression of competence, then they must be clearly applicable for local schemes and yet general enough not to prescribe local practice or development.

Progression can be partly provided by varying the language of instructions and thus allowing for greater choice e.g. 'a hotel 2 or 3 streets away'.

Distribution of curricular time

Two languages over 5 years, in certain cases, can just as easily represent two experiences of success at an appropriate level, whilst providing valuable re-motivation.

Alternative formats for the apportioning of time do exist. Placing the second foreign language in the post-14 programme is only one simple and far from ideal solution.

At the Archbishop Michael Ramsey School in Camberwell curricular time not claimed for languages in Years 1-3, has been used for more intensive work in Years 4 and 5 with longer, blocked periods of time.

General language skills are best developed with two languages pre-14 in order to provide analogy and a greater awareness of language.

It can be argued that graded assessment programmes can provide viable alternatives to 5-year courses when deemed necessary and greatly aid diversification by providing courses in other languages, apart from French, with clearly-defined, shorter-term objectives. The availability of ab initio language courses post-16 is also important for a broad curriculum at this stage.

PART TWO - DESIGN-FOCUSED ISSUES

Coping strategies

Successful communication depends on social as well as linguistic skills and this can clearly play an important role in 'coping', as these strategies involve compensating for the lack of a sufficiently wide linguistic repertoire to be able to communicate a message or understand someone else's.

Are coping strategies sufficiently catered for in GCSE courses for example?

It is important to identify coping strategies for the learner and to incorporate them into any teaching and/or assessment syllabus.

They should refer, for example, to:

1. the fact that they can be culturally as well as linguistically based.

2. the importance of predicting the type and content of an utterance likely to be heard.

3. the need to predict a certain amount of redundancy.

4. non-verbal strategies.

5. the use and understanding of intonation and stress as signals.

6. the use of conversation fillers, such as 'euh, alors, eh bien', and requests for help, such as 'comment dire?, vous répétez, s'il vous plait, plus lentement, s'il vous plait' etc.

Purpose

The purpose in GCSE does not always match pupils' real needs or interests. Purpose can also involve fun e.g. games and self-expression e.g. poetry.

Listening for a purpose can involve making models, understanding and following recipes, taking down telephone messages or physical responses such as aerobics. Equally, watching satellite TV and choosing and assessing one's own programmes can be just as purposeful. In the MEG French for Communication oral examination, candidates are asked to interview subjects who are not known to them, thus making the questions far more purposeful.

Reading for a purpose might involve comparing a letter received about a holiday to the information contained in a brochure. False or misleading information in the brochure such as '50 metres from the beach' could simply be deleted, thus obviating the need for English.

Writing for a purpose might involve producing a short guide of the pupils' home town or area for foreign visitors. Pupils should be asked to write for an audience (as in The National Writing Project) e.g. for other pupils; stories and reports, 're-writing' the schools

rules or writing rules or information for parents. (GOML News 10 available from CILT has many examples of purposeful writing activity)

Speaking for a purpose should not be limited to simply relaying or retrieving facts but should also extend to opinions and emotions, e.g. simulating a family dispute about coming home late.

Further points

1. Extended conversations in oral assessments should be highly personalised with visuals and prompts such as photographs being used as support material.

2. Course-work. Taped letters and other personal cassette material should be admitted for assessment and writing should not necessarily be obligatory for higher levels of assessment.

Where used, however, it should allow pupils to follow their own abilities and enthusiasms, for example it could be encouraged through the use of a word processor.

Writing is an important learning prop because it provides a tangible record of work completed.

3. Tasks will need to be plausible within the learner's own terms. Authenticity is a useful point of reference but other criteria, such as the legibility of hand-written texts or the speed of some broadcast or recorded material need to be taken into account.

4. Negotiation is a vital part of language use and pupils should be given the opportunity to be involved in planning tasks and objectives so that the latter become more pupil-oriented.

Context

Context is particularly important in listening and reading. The sort of snippets found in some listening tests do not normally give sufficient clues to aid understanding e.g. in listening there is often not time to tell who is listening to whom, where and why. With reading it is equally important for the location of signs, for example, to be clearly stated as it would be obvious in real life.

(Un)predictability and cueing

Unpredictability can cover situation, language or timing and nearly always the unexpected reply. It can be practised by varying role-play or stimulus cards, whereby an element of unpredictability is introduced by the fact that the order of events is unknown.

Unpredictability is not necessarily a desirable element of role-play as it can undermine confidence, especially in less-able pupils. Variation is just as important, with some pupils developing exchanges further, although an element of unpredictability does of course avoid rehearsed interchanges during assessment.

Introducing levels of unpredictability would be one solution, although this would be difficult to define in some activities. Some degree of unpredictability is essential although it should always be manageable, for example listening or reading and not expecting to understand every word.

Support materials

The use of dictionaries, as in English examinations, would usefully contribute towards reconciling the contradiction between defined-content syllabuses and the use of authentic materials.

The type and extent of support material for students tackling specific tasks should be included as a criterion in syllabus design and/or accreditation, for example specifying or recommending a dictionary to be used. Properly-defined support material will also assist independent study in the form of extended reading, for example.

Interpersonal interaction, initiative and reward

Input is generally teacher initiated, but pupils should be able to provide it on occasions, such as by moving the topic of conversation. A general pattern of progression would be: input/stimulus - pre-communicative activity - genuine communicative activity. Some activities, however, do transcend this pattern e.g. when pupils are asked to repeat something only if it is true.

There is a danger of insufficient input with too much pupil activity. Alternative modes of input would need to be devised to overcome this.
(see support material).

There is a need for sensitivity to different outcomes, responses and reactions from the learner.

Genuine initiative could not fairly be expected from a majority of 14-year olds, although rehearsed initiative was another matter. This could be taught as how to ask questions and achieve some element of independence, carefully defined and rehearsed.

All levels of positive achievement should be rewarded, even of minimal use and understanding. There should also be scope for rewarding particular aptitudes and achievements.

More emphasis should be placed on personal and social developments in the modern languages classroom.

Cueing 2

Abstract cues can put off the less able, even if they do allow for more creativity in the long run. Cues are after all a means of drawing out language. One group felt that cues should be expressed in terms of function, thus obviating the temptation to translate directly from the English, if it has to be used.

For example, arranging a meeting:

1. Suggest a place to go	2. respond negatively
1. offer an alternative	2. hesitate
1. encourage acceptance	2. accept and express opinion
1. give time to meet	2. query time and give reason
1. agree and change time	

This could be continued for more able pupils or be limited to 2 or 3 points for the less able and the level of the English would also have to be carefully considered in the latter case.

LOOKING TO THE FUTURE: proposals for development

1. Mode 3 should be seen as the long-term vehicle for innovation and development for both teachers and examining groups. Good

assessment practice should be established now by both teachers and examining groups as a means of providing the potential for longer-term innovation

2. Criteria should be drawn up by interested groups from the whole range of current initiatives in assessment to form a basis for working in a national context. Graded Objectives in Modern Languages provides a framework for assessment and evaluation which has been developed and refined over the course of 10 years and has had a positive effect on classroom practice. They also match well with the levels of achievement as expressed in the National Curriculum document and the TGAT report.

3. A clearly defined structure for assessing positive achievement should be developed and continued, to eventually incorporate communicative assessment on demand. The maintenance of a 'bottom up' structure is important and the contribution of local teacher groups should not be ignored. Good relations should be maintained between these groups and the regional examining groups, so that worthwhile criteria can be developed together. It is also important that the regional groups should maintain good working relations amongst themselves.

4. The examining groups should draw up criteria for accrediting local graded objectives schemes, building on the work already done by OCEA, LEAG, MEG, NEA and SEG to build a common framework in accordance with the National Criteria and the requirements of periodic assessment. Apart from the work already done by the NEA, a further example of co-operation exists in N. Ireland where NISEC is taking over responsibility for Graded Objectives in the province. Such co-operation could well lead to rationalisation of costs and administration.

5. The principles of levels of achievement should be extended beyond 16+ through FLAW, BTEC, A/O, 'AS' and 'A' level on the basis of an 'education permanente', but not be age- but stage-related. There should be also a central or at least a regional banking of topics to facilitate flexible syllabus construction. Graded Objectives match the aims of the National Criteria in that they:

a. lay down clear objectives
b. encourage good practice and curriculum development
c. involve continuity and progression
d. are sufficiently flexible to take into account pupils' own experience and needs.

6. This conference shares the Secretary of State's concern to improve standards, but stresses the following:

a. Increased resources are essential.
b. assessment should be stage- and not age-related, as fixed standards fail to stretch the more able and discourage the less able.
c. Any development on assessment should improve still further upon the advances made by the GCSE examination.

CRITERIA OF PERFORMANCE: WHAT ARE WE LOOKING TO ASSESS?

Barry Jones, Principle Lecturer, Homerton College, Cambridge

Barry took as his starting point the above question, particularly in terms of communicative competence as related to Graded Objectives and GCSE. By looking at, in this case, specimen papers from Mode 1 GCSE, he said that we can begin to assess how far we have come since they were first published in terms of ten criteria of communicative competence. These we should be aiming to achieve with all learners from Year One.

1 Interpersonal interaction.
There were principally three examples in the classroom; teacher to pupil, pupil to teacher and pupil to pupil. One problem with the last is that pupils tend to become entrenched in a somewhat idiosyncratic mode which would not necessarily be accepted by a native speaker. This should be resolved by varying the pairs and using assistants to see if utterances will work on native speakers.

2 Unpredictability and creativity.
Are some situations always predictable, for example at the railway booking office? One pupil reported that the first thing the clerk said to him on a recent visit was 'How's your grandma?' Some element of

unpredictability needs to be built into the most basic situations, especially if there was a tendency for the pupil not to have to listen to what is said to him or her. Creativity involves here the ability to re-word or get around in some other way the inability to express a certain idea or question.

3 Context.
This should be clear, both in terms of language and cultural setting. It should also be coherent and realistic. Rapidly skipping from the station to the camp-site to the shop often posed a problem for the less able in particular, in orienting themselves and making sense of the situation.

4 Purpose.
Many task-types were questionable in terms of a realistic and sensible purpose. Were they, for example, all valid for 14-16 year-olds? Were all topics valid on the same grounds? Should some be replaced?

5 Authenticity of language.
As speech is a form distinct from written language, authentic models of it should be used for learners, including examples of hesitation and ways of ensuring the listener is still with you.

6 Success on the basis of behavioural outcome.
This was very limited in Mode 1. It was usually restricted to answering questions in English and not seen as a combination of things one might do as a result of listening to or reading some French.

7 Reading, writing, speaking and listening.
How do we integrate these skills for assessment?

8 Interaction with human and world knowledge.
Assumptions should not be made about given knowledge from Mother Tongue experience being brought to bear on foreign language materials. It should be made clear what is expected.

9 Grammatical competence.
In addition to passing the message there is in real life some form of quality control. Thus what is said should be judged upon the adjustments the respondent is expected to make in his or her reply.

e.g. being approached with 'me want station go' in a strong Japanese accent will require one to make all sorts of adjustments to the reply, such as speaking slowly and clearly, being willing to repeat, using gesture etc. In this case one mark would be awarded for message and only one for quality control. Without some appropriate use of grammatical structure of course, communication cannot take place at all.

10 Coping strategies.
These are important in different ways. They enable the speaker to think of other ways of saying things, to get around difficulties, to keep people's attention, to let them know that he or she is thinking of what to say etc. This can be particularly important in any face to face conversation.

Listening

'Snippet listening' was often very difficult because not enough was heard to enable the speaker to get used to the voice or the register. The next supposed degree of difficulty was actually easier, e.g. someone talking about themselves. Here there was time to get used to the speaker and items were often repeated. In the MEG Mode 1 Listening test the basic level was dependent on understanding 47 words and 6 numbers and the higher 66 words and 3 numbers. This sort of poor sampling provided a strong argument for continuous assessment.

As tasks get harder, more imaginative test types come into being e.g. write down what you have found out. Is eavesdropping a valid test-type? It may well be if, as was suggested, you are the subject of the conversation. (It was later suggested from the floor that there is a difference in purpose between a native speaker listener and a foreign language learner. The first may simply be curious about other people's conversations, whereas the second may wish to test out his or her powers of understanding. Either is in fact valid.) It becomes increasingly difficult to devise convincing 'purposes' for listening.

Should audio-taped sources be the only ones? Video would be a more convincing source as it would include gesture and facial expression as extra clues to understanding, which are after all available in real life. Mode 1 listening tends generally not to reflect behavioural outcomes adequately, although in the NEA tests consequences were more imaginative, i.e. listen and do, listen and

react. On the positive side real examples of spoken language were provided, as well as a range of speakers and intonation.

Reading

Signs were the reading equivalent of 'snippet listening'. Again jumping from context to context can be puzzling. When reading newspaper articles in the target language it was worth considering who you were as a reader and why you were reading the particular piece. MEG basic reading required a knowledge of 106 words and higher 220. Apart from the danger of trivialisation in summative examinations, we ought to consider whether our approach was sufficiently pupil centred. Was there too much emphasis on tourism and not enough on other aspects of language use, for example? Could interest be sustained over a five-year period with the present range of topics? (The point was made from the floor that functions within topics are just as important as topics themselves, for example expressing opinions and emotions were just as appropriate further down the range, but had been used to distinguish between basic and higher level.)

Alternative topics which had been suggested and introduced in some Mode 3 schemes were:

Baby care and healthy living

First aid with an emphasis on instructions

Exploring the environment

Fiction and fantasy

Reading for pleasure within a coursework framework was a good way of encouraging pupils to read for different purposes, including fun.

Input was important and we should not lose sight of where language comes from. This was sometimes a problem for teachers approaching modular schemes for the first time.

Writing

The number of formats seemed to be limited for practising and assessing this skill. A survey of 200 fourth-years revealed that not one of them kept a diary, and otherwise it was the usual messages,

post cards and letters which kept appearing. Fiction and fantasy were often neglected sources and should be given serious consideration, along with writing brochures on your home town, questionnaires as a basis for interviews or indeed 10 pieces of writing over a period of time as had been introduced into the Cambridgeshire Mode 3. Some of these had to be written under test conditions and included cartoons, jokes, stories and advertisements, which were written with a specific audience in mind, thus adding greater purpose to the activity.

Speaking

One unjustifiable failing in this context was when pupils did not have to listen to what was being said to them in order to respond. There were good examples of purposeful role-plays at higher level, for example reporting something lost. An overuse of English was being gradually replaced by the use of visual stimuli and some rubrics in French, which was not too problematic when the task was straightforward. In the MEG examination, for example, pupils were asked to describe a journey based on a sketch map. 'Décrivez le voyage...' would obviously not present too many problems. Pupils should also be encouraged to talk about their own photographs and more imaginative stimuli should be used as well. *The Mind's Eye* by Malley and Duff (C.U.P) was suggested as a good source of this type of material.

Discrete versus mixed-skill

With discrete-skill testing there was a danger of an unnatural compartmentalisation without any evidence of the interdependence of skills. The teacher can after all prompt so that the speaking is not totally dependent on the listening. With reading and speaking for example the source of the information should not be of prime importance as when you are given a brochure to read in the tourist office then given a verbal explanation.

PERIODIC TESTING AS RELATED TO A NATIONAL COMMON CURRICULUM

Brian Page, University of Leeds

Brian began by reminding us that it was important not to lose sight

of the basic principles of graded objectives, which were in fact more closely related to the National Curriculum than we might suppose.

Alan Moys had already pointed out that Graded Objectives had originally grown out of a widespread dissatisfaction with the feasibility study of 1972/73 and its proposals for a joint system of examining at 16+, as these proposals were deemed at the time to be just as irrelevant as the ones which they were seeking to replace.

It should not be forgotten that in the late 1960s a maximum of 45-50% of pupils had had the opportunity to learn a foreign language at least to the age of 14. By 1975 this figure had risen to 90%, effectively doubling the number of pupils doing a foreign language and for the first time giving the opportunity to nearly all pupils to start learning a language.

Yet the examinations remained much the same and dissatisfaction with them was demonstrated by the fact that 2/3 of all pupils tended to drop language study at the age of 14+. Moreover, and perhaps more importantly, they were giving up with negative feelings about language study, having been persuaded that they were no good at it.

The first basic principle was thus established and that was that shorter courses were needed and that public recognition of the shorter term objectives involved was also required. There are already echoes of the National Curriculum here, but with quite subtle differences.

A second basic principle, a more precisely defined syllabus, was at the time more or less unknown to teachers. Syllabuses from the examination boards usually gave only details of the tasks to be set e.g. write an essay of 120 words describing 6 pictures. The large and possibly restrictive word lists which have now been introduced for GCSE, came about because the vocabulary required for the 'O' level examinations was largely unpredictable. Teachers had to rely upon the sparse indications from the examining boards or the text book which they were using, neither of which always covered the vocabulary which appeared in the examination papers.

A third principle, that objectives should not be defined by age nor ability seemed to differ substantially from the National Curriculum proposals. The notion of assessment on demand or continuous assessment is still the subject of development. It remains to be seen whether or not this will form part of the National Curriculum.

A final principle, that graded objectives should form part of an 'éducation permanente' going on into adult education has not

gained the degree of hold hoped for, mainly because of the lack of liaison between the respective services.

The National Curriculum document

This document contained a worrying number of inaccuracies, inconsistencies and internal contradictions. For example paragraph 23 speaks of testing as a 'proven and essential way towards raising standards of achievement'. In fact no such research evidence actually exists.

Paragraphs 27 and 29 seem to contradict one another by speaking first of all of the necessity of 'space to accommodate the enterprise of teachers' and then later saying that 'their marking (the tests)- and their assessments overall - will be externally moderated.'

The National Curriculum and associated assessment implies considerable costs whereas paragraph 84 speaks of their being 'implemented broadly within the planned level of resources' which implies a system on the cheap.

On the most pessimistic level teachers would be engaged in an exercise in damage limitation. From a more positive point of view the key premise of raising standards was enthusiastically accepted.

The worst scenario would comprise the collapse of GOML altogether if all resources are harnessed to age-related testing. A more positive one would be that outlined by paragraph 27, every comma and syllable of which teachers should fight to maintain.

Age 14 seems to be the point which concerns languages the most, although of course pupils are learning French in middle schools and presumably those who do not take GCSE at 16 will also be tested nationally at this point.

At 14 the range of experience is enormous. There are those who could successfully embark upon an 'A' level course immediately and those who will have difficulty in coping with the core of basic GCSE two years later.

Against this background it is impossible to talk of a 'normal' performance; it is an entirely artificial construct. An average performance by definition means that at least half of any group would be unable to complete that task set and the other half would be able to do considerably better.

This is not relevant to what we are trying to do and the National Curriculum document says so in Paragraph 8 (ii) in the first and last sentences: '... setting clear objectives for what children

over the full range of ability should be able to achieve - which the pupils themselves and their teachers, supported by parents and others, can work towards with confidence.'

Far from deflating expectations, the national curriculum is intended to help teachers to set their expectations at a realistic but challenging level for each child, according to his or her own ability.

This implies a range of objectives at each age point. The lower ones set for age 14 must be appropriate for fast learners of 11 and the higher ones for slow learners of 16. In which case age and ability considerations actually become redundant and we have the situation as it is in Graded Objectives.

GOML is not a system of nationally prescribed tests, nor would it seek to be since the preservation of local initiative is of prime importance. However, a nationally comparable system of graded objectives may be possible and ways ahead do exist.

The Northern Partnership for Records of Achievement (NPRA) is one of the 9 pilot schemes and has defined general levels of competence or criteria for Levels 1 - 3 of Graded Objectives schemes. In this way local schemes can apply for NEA accreditation based on these criteria without losing their independence. (see appendix (ii))

The five examining groups would presumably be responsible for the administration of the assessment; the NEA is already equipped by using Graded Objectives and not distorting them. The southern group SEG are also looking at ways of adopting the same approach. OCEA - the Oxford Certificate of Educational Achievement and GAMLL - Graded Assessment in Modern Languages, London, an initiative undertaken by ULSEB in association with ILEA, provide similar mechanisms for arriving at a performance that can be decided in such a way as to enable comparability to be made with other people using the system.

The Secretary of State appears to want defined levels of attainment which will encourage teachers and pupils alike to reach their full potential, levels which can be nationally comparable so as to let pupils, teachers and parents know what learners have attained and the possibility of showing what learners have attained at a particular age within a national system.

If this is the case then Graded Objectives can provide them, whilst retaining powerful motivation for both pupils and teachers and the possibility of exploiting new ideas and new systems together with the means of trialling new syllabus contents and assessment techniques. Only by doing this will we discover what

DOES work. We can only convince the Secretary of State and the subject working party of this by building on the positive statements already made and keeping them continually in the foreground.

Appendix (ii)

NORTHERN PARTNERSHIP FOR RECORDS OF ACHIEVEMENT

CRITERIA FOR THE ACCREDITATION OF GRADED TEST SCHEMES IN MODERN LANGUAGES

Introduction

In attempting an analysis of the nature of progression in the learning of a modern language, the Group has identified the following factors as those which may provide the most useful framework for the definition of criteria for different levels of achievement within an increasing range of situations.

(a) **Predictability:** the extent to which the language and situations with which the learner is expected to cope are predictable.

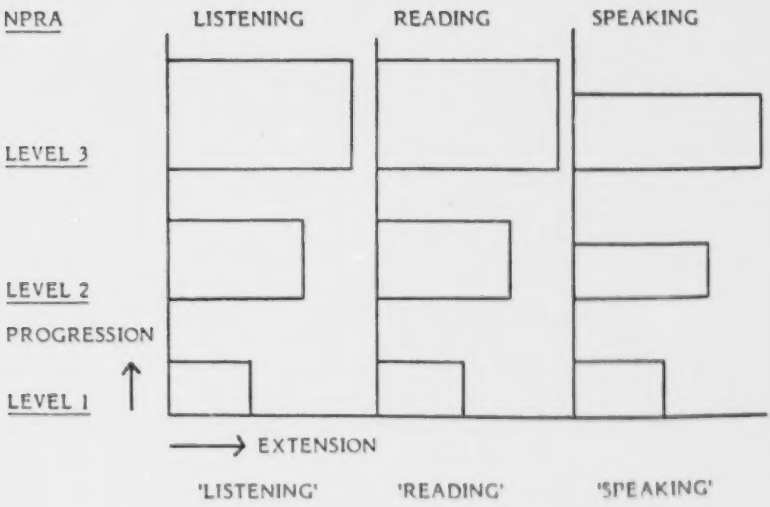
(b) **Independence, initiative and contribution:** the extent to which the learner is expected to take the initiative in a given situation and to make his/her own contribution.

(c) **Refinement, precision and clarification of language:** the degree of refinement, precision and clarification of language which the learner is expected either to initiate or comprehend.

(d) **Social interaction:** whether the social interaction expected is at the level of making, developing or maintaining contact.

Although those factors are listed separately, there is inevitably overlap between them. Each, however, may be seen as a continuum along which the learner would progress. The descriptions of the levels which are listed below indicate given stages in both extension and progression. Level 1 would require the vocabulary and skills of listening and reading and speaking as detailed below.

Level 2 would extend all skills of listening and reading showing some progress from what would be expected at Level 1.
Level 3 would show progress in all skills rather than merely extend existing skills (see diagram below). Throughout it has been assumed that the foreign culture would be implicit in the schemes.



A diagram to show the extension and progression of skills from Level 1 to Level 3 in Graded Tests for Modern Languages

4. Latest reports from GOML groups nationally

Barnet, London Borough of

Barnet Graded Tests have not changed over the last couple of years. We still offer French Levels 1 and 2, German Levels 1 and 2, and Spanish Levels 1 and 2.

We are waiting for MEG and SEG to produce their GCSE grade-related tests before thinking about revising our own tests.

George Lee
General Advisor for Modern Languages

Bedfordshire

The most recent development has been an extension of our schemes to Levels 4 and 5. Commercial schemes with national validity have not found favour here and we are basing Level 4 on MEG basic from the previous summer and Level 5 on Higher 1. Full details are given on the back of certificates, which are published and paid for centrally.

Levels 1-3

We still use modified versions of the Nelson published tests, which still seem generally satisfactory even for schools not using the 'Action!' course. Home-produced German 1-3 and Spanish 1-2 are in urgent need of revision, but this may have to wait until 89/90, when it is hoped that GRIST will produce a better allocation for languages.

Bryden Keenan
ML Adviser

Berkshire

The Berkshire GOML scheme has continued to grow this year and is now used in almost all the authority's schools. There are four levels (Foundation, 1, 2 and 3) in French and German and two levels (Foundation and Level 1) in Spanish, Italian and Chinese. The first three levels in Urdu and Gujurati are in the course of preparation. Large packs of materials are also available to practise speaking and listening skills in the classroom. Oral and aural

practice packs are available for Levels 1 and 2 in French and German, and for Level 1 in Spanish.

The Level 1 Test was reviewed during the course of the year in order to find ways of saving teacher time in the administration and conduct of the tests. It was decided to keep the tripartite assessment system of classroom monitoring, periodic oral tests and a summative listening test, but to make the six short oral tests shorter and simpler. Superfluous items were removed, repetitive items were shortened and complicated items simplified. Wherever possible teachers are encouraged to combine testing with paired classroom activities. New graphics have been prepared and after four years' active service the tests are receiving a smart new look.

After pilot tests last year Level 3 is now in use in French and German. The level of language required is quite high, certainly comparable to Basic Level GCSE, but in a restricted range of topics and settings. There are four tests which can be taken in any order at any time: two five minute oral tests and two thirty minute listening and reading tests. The first oral test is composed of transactional role-play dialogues. The second oral test is designed to test the candidate's ability to use the foreign language as a social instrument and to sustain an interesting conversation. Candidates are required to ask pertinent and relevant questions in order to keep a conversation alive. The listening and reading tests are based on authentic recordings and documents.

Plans for next year included producing practice packs for Level 3, expanding Spanish and writing Level 4 to bridge the gap between Level 3 and GCSE.

Robert Robertson

Bradford

This year will see the end of the Bradford Metropolitan Language Certificate; in September it will be replaced by the new Bradford Graded Assessment in Languages, which has been produced by a teacher seconded for one year, working in conjunction with the Advisory Service and the original GOML working party. As the name suggests, the new scheme is a framework for continuous assessment, not a series of 'Graded Tests'.

BGAL is made up of a total of thirty-three topic-based units, giving teachers and pupils clearly-defined short-term goals which will be covered and assessed as part of everyday language lessons. For each Unit tackled, each learner will be supplied with a 'Fiche'

which defines the language to be covered, and which has boxes labelled 'Self', 'Partner' and "Teacher' to be used to indicate completion of each item. The work will be done through the coursebooks, tapes, etc. normally used, and teachers can choose from the topics available at each level those which fit in with their own syllabus and available materials. There is no distinction between GOML teaching and 'Ordinary' (!) teaching.

The main emphasis of BGAL is on oral work, with listening and some reading comprehension. (At the higher levels there is some writing.) For oral work, pupils work in pairs. When a pupil feels that (s)he can complete an item on the Fiche, (e.g. 'I can ask the way to the station'), (s)he ticks the appropriate box. The partner confirms that the item has been adequately covered, then the teacher indicates satisfaction that the learner has completed that item. A final section indicates success in recognising, using and remembering all the items.

Thus, pupils are in charge of their own assessment; they only attempt what they feel sure they can succeed in, and when they feel capable. If they do 'fail' on an item, they can simply try again, as and when they like. Only success is noted down.

Comprehension, both reading and listening, is assessed using items from the standard courses used in that class, simply marked as normal homework or classwork by the teacher, then the appropriate marks added to the Fiche. No special testing material is provided.

When the required total of items has been covered, the Unit is complete. On completion of the required Units for each level, a Level Certificate is awarded. Pupils are thus rewarded in three distinct ways:

A. Immediately, by the ticking of the Fiche.
B. Within weeks, accumulated ticks completing a Unit.
C. On completion of several Units, with a Level Certificate.

There are no time limits, and the seven Levels are not age-related. Any individual pupil or any class may take as much or as little time as necessary throughout the work. The scheme is split into two distinct stages to provide at least a partial solution to the problems of continuity and/or overlap between Middle Schools and Upper Schools in the authority's three-tier system.

It is hoped that the scheme overcomes one of the main objections to Graded Tests, that those learners most in need of encouragement are often those who experience most difficulty in a

formal 'test' situation. It has also been designed to take less teacher time than the previous scheme with its laborious one-to-one 'Oral Test', and to be equally suitable for different languages. (BGAL has undergone piloting in French, German, Spanish, Russian and Urdu.) Considerable emphasis is placed on the individual teacher's professional judgment and interaction with pupils. It was decided quite early on that we were not looking towards the direct integration with GCSE, (via Mode Three or similar) that some GOML schemes have chosen. (Indeed it is hard to see how a scheme like this new BGAL could meet the requirements of a public qualification as regards standardisation, moderation, etc.)

Following limited piloting this year, BGAL will go into full use throughout the authority in September 1988, and judging from reactions to the launching meetings held in July, it meets a need felt by teachers, and is seen as a welcome step forward.

Bromley

The School Year 1987/88 has again been a busy one for our small group. The Bromley group was set up some years ago to reply to the needs of the schools in the London Borough of Bromley who wanted to use Graded Tests with their pupils. Our aims were always modest in that we wished to keep the tests simple and within the abilities of all pupils. For that reason we kept a close eye on the main course books used. All tests were devised, tried out, typed out and sent out by teachers who had no extra time given to them. The Working Party meet initially after school at the Teachers' Centre but we were given a couple of days to work as INSET time. The sound recordings for the listening tests were made with assistants except in the case of the French tests where help was given by a local radio station in Brest, then made into cassettes for school use in my home.

We now have Level 1 tests in French, German, Spanish and Italian and Level 2 tests in French and German. The interest in Graded Tests throughout the Borough has grown slowly but consistently and now they are used in most schools including the Borough's girls selective school (but not the boys!). Tests and certificates are printed at my school and financed by the Borough.

The next aim is a complete review of our goals for the future. Level 2 tests are divided into the four skills of GCSE but with less emphasis on writing whereas Level 1 tests mix listening and reading skills with no writing in the foreign language. We hope to move into Level 3 but are attempting to see where the future lies:

should Level 3 or perhaps 4 link up with GCSE... will our tests be affected by the growth of modular GCSE schemes... will the National Curriculum need to be considered...? All these are questions that will be looked at next term by a new Working Party with the wider brief of 'Assessment in Modern Languages'.

The original Working Party has lost many members: some through new jobs (one outside the profession) and overwork. I myself am leaving the group as my position as INSET coordinator in my school makes too many calls on my time. However Graded Assessments will continue in Bromley under new management!

All correspondence about the Bromley Modern Languages Graded Assessment Scheme should now be addressed to:

Mr Jeff Lee
Bromley Curriculum Development Centre
Church Lane
Princes Plain
BROMLEY
BR2 8LD

Richard A Vidler

Bury LEA

Bury LEA has been affiliated to the Lancs/Cumbria Graded Objectives scheme since 1984 and for the last two years we have been represented on the Graded Test Steering Committee by Anne Alblas and Gill Matthews, both of Woodhey High School.

In the 4 years of direct involvement in the scheme test entries have shown a steady increase from 665 in 1985 to nearing 4000 in 1988. Especially pleasing has been the gradual increase in the use of Level 3 at stages varying from end of year 3 to mid year 5 as a direct lead in to GCSE.

As well as benefitting greatly from the programme of In-service and regional meetings provided by the IEE we have also enjoyed two highly successful days of INSET largely relating to the theme of Graded Objectives/Communicative Assessment/Authentic Tasks. These were delivered by Geoff Lucas of Trinity and All Saints College, Leeds, and by Clive Hurren, now Adviser in Trafford.

The future should see a continued expansion of Graded Objectives throughout most, if not all, our High Schools and the LEA is maintaining its commitment to funding pupil test entries.

Adrian Finbow

Clwyd

Developments this year

1. Increase in numbers. Some 21 schools in the Clwyd Scheme and 4 using St. Martin's IEE tests for modular 4th and 5th Year courses.

2. Tests now available in 3 levels French and German.

3. No time made available to teachers to develop materials or tests last year (very disappointing, is this a sign of the future?)

4. A county assessment core team will next year review the graded objective tests and attempt to relate them to the County Record of Achievement and to continuously assessed GCSE syllabuses.

5. I hope that this team will (in my absence) move towards a profiling system, with pupil/teacher assessment, mixed skill activities etc.

Mike Howell
Modern Languages Adviser, Clwyd

Dorset

Going for Gold
GOLD (Graded Objectives for Languages in Dorset)

The specific aims of the scheme, which begins in September 1988, are:

1. To adapt existing materials and to produce a bank of extra resources to enrich the learning experience and to improve the assessment process.

2. To provide models for the recording of pupil performance in the classroom which will seek to integrate teaching and assessment and to involve the pupil in the assessment process.

3. To select a number of activities (all emphasising practical communication), performance in which will form the basis of County certification.

4. To devise a means of recording significant individual achievement at whatever level and at whatever time

In Stage One a minimum content, designed to be accessible to virtually every pupil, has been defined for six topic areas (Personal Identification, Family and Pets, Interests and Leisure Activities, Finding Your Way Around, Shopping for Souvenirs and Presents, Buying Drinks and Snacks). Suggestions for extension are included. Speaking will be assessed on a minimum of five performances over the year. It is our intention to attempt to define a second level of performance within Stage One. During the pilot phase we will therefore experiment in differentiation both by task (a la OCEA) and by outcome, in order to devise coherent criteria.

Two teachers have been seconded to work together during the Autumn Term to produce stimulus materials for classroom activities; and for assessment, to prepare sample pupil progress charts and to design the certificate. They will also make recordings of French children in partner schools in La Manche and collect reading materials, both authentic and controlled (i.e. produced by French children to order!).

Sixteen middle and secondary schools are involved in the pilot.

Tom Ferris
County Languages Adviser

Durham

In September, 1987, the revised version of *Niveau Fondamental*, based on a process of continuous assessment, replaced the original format, which had optional tests for Reading and Listening. In the event, users had decided that these tests were superfluous. The Progress Cards re-named 'Cartes-Echelons', had been rationalised, marking a clearer progression, through presentation and practice stages, to productive activities. Teachers using the Scheme are reporting that the revised version is proving satisfactory and easier to implement.

The final two modules of *Niveau Moyen*, for years 3/4, were published in September, 1987. As the development phase had been

unavoidably lengthy, feedback from the previous four modules had been incorporated into this final section, which now more nearly reflects our current thinking. Some of the tasks are mixed-skill and a major concern has been to attempt to create situations which involve some kind of choice and genuine communication. This has meant experimenting with different techniques and we are monitoring their suitability as assessment materials, although the major stress, within the scheme, is still on the continuous teaching process in the classroom. It is against this background that we note with concern comments from HMI, who have suggested that certain departments should not be offering a Graded Assessment Scheme to the faster streams. The Rationale of the Durham scheme clearly states, from the outset, that it is envisaged as the basis of a relevant programme of work for a wide ability range, including the most able.

Earlier arrangements for the main project worker to visit schools have been renewed this year and it is extremely helpful to monitor the materials in use. The practical implications arising thus form the basis of our associated INSET programme.

Current planning includes the revision of *Niveau Moyen*, probably via the creation of six independent modules, for greater flexibility. There is considerable demand for a German Scheme and various interesting possibilities are under discussion but resources are not yet available.

S.M. Marsh

Essex

Working groups have continued to meet under GRIST arrangements though there has been a reduction in the frequency of the meetings. The basic pattern of area working groups meeting after school with a major whole day course in January and a termly meeting of convenors to coordinate activities has been preserved.

A modified French Level 3 with a new oral test has recently been completed and we now have for the first time a Russian Level 1. Originally Russianists felt that there would be no demand for a Level 1 and initial efforts concentrated on devising a Level 2.

Three part-time seconded teachers have during 1987-8 devised a mixed-mode GCSE which is currently being submitted through LEAG. If accepted its periodic testing of the oral component and its partial integration of listening and speaking could make it into an

appropriate culmination, as a Level 5, of the County's graded tests in French and German.

Concurrently, work is well-advanced on a new Level 4 in French and German, which will replace the successful but defunct CSE Mode 3 through the East Anglian Examination Board.

The time is now ripe to take a fresh look at the earlier level tests which were first created in the early eighties. A fundamental revision rather than mere modification is likely with more attractive visual and authentic material, less reliance on multiple-choice testing and a task-oriented approach to oral testing. Work along these lines has begun in French.

M Whalley
County Inspector

Hereford and Worcester

The F.L.A.C. Scheme

In Summer 1988 the following tests were available:

	Levels			
French	1	2	3	4
German	1	2	3	
Spanish	1	2	3	
Italian	1	2		

From Summer 1988 the Level 1 and 2 tests have dispensed almost entirely with multiple choice questions. Skills are tested discreetly. Writing is only tested at Level 4.

There has been some pilot work with profiles. In 1988-1989 Schools will have the choice between the summative Speaking Test or continual assessment of speaking using a profile.

A working party will meet through 1988-1989 to consider pupil profiles, classroom assignments and testing tasks at French Levels 1 and 3.

Future plans comprise:

Writing a syllabus up to Level 4 in each of the 4 languages;

devising a test for German Level 4;

including more authentic reading material in tests;

to move syllabus away from a defined word list towards a list in English of notions and functions within a topic area.

Hillingdon, London Borough of

Following strenuous efforts in 1986/87 to extend our French range to levels 3, 4, 5 - yet very conscious of the fact that German remained at two levels only, and Spanish, one, - this has been a year of hesitation, and not a little introspection, brought about by:

(i) The advent of GCSE, which apart from the work demands made upon departments in this first year of implementation, has caused teachers to reflect very seriously upon the kind of ongoing assessment they really want to set in place for pupils.

(ii) The consequent study of a number of well-publicised initiatives which seem to offer an 'all-through' graded assessment programme from years 1-5, offering a non-summative alternative to GCSE Mode 1. Thus looking to the adoption of a different set of graded objectives, given further impetus by:

(iii) The general dissatisfaction felt with our own 1980 vintage levels 1 and 2 models in French and German, which have only been superficially revised over the years. Both in content and question formulation, they need re-appraisal and modification.

There is a moral somewhere in all this. It would seem that a smallish LEA, which made, initially, a determined attempt - without secondments or expert help - to establish a graded assessment scheme (appreciated hitherto by both staff and thousands of pupil certificate winners), has now reached a moment of decision: should we revise the present scheme, perhaps undertaking this with the help and support of the recently formed West Middlesex Language Consortium (Ealing, Harrow, Hillingdon, Hounslow, Richmond), or 'buy into' a scheme which offers an acceptable, and SEC-approved, scheme from Level 1 to a grade A equivalent in year 5.

I suspect we may not be the only smallish LEA, at this particular cross-roads, at this particular time?

Norman White
Adviser for Modern Languages

ILEA

ILEA Graded objectives schemes are now complete in French, German, Italian and Spanish. Syllabus completed levels are:

French *Eclair* Graded Tests Levels 1-3;
German Graded Objectives Levels 1-2;
Italian *Ecco* Graded Tests Levels 1-3;
Spanish *Claro* Graded Tests Levels 1-3.

- a Russian Level 1 Test is also available from the Languages Centre at £1.95.

- a system of Graded Assessment in Modern Languages (French, Urdu, German, Spanish and Italian) is currently being produced. The scheme is seeking SEC approval for GCSE equivalence.

Isle of Wight

The Core Scheme which comprises 2 cycles at the moment has been piloted in 4 Island Middle Schools and is being properly introduced in the rest next term. It is intended that the Core documents for cycles 1A and 1B and subsequent cycles will enable Middle School Modern Language Co-ordinators and High School Heads of Department to continue to develop their individual schemes of work whilst simultaneously embracing the core. In this way, a progression and continuity between Middle and High School will be facilitated. Pupils in Middle Schools should enjoy a common approach to language learning in terms of experience and content.

At the present we have just completed work on a pack of assessment materials to accompany 1B and are looking at certification for the first two cycles. High School colleagues are planning to develop the next cycle for 1st year High School pupils.

We also see in-service training as a priority and fundamental to the success of our scheme and so we have developed an INSET programme to run alongside core work. Teachers meet regularly

under the guidance of the Core Group in order to discuss methodology and develop materials. We have also arranged for visits from teachers and researchers engaged in similar work on the 'mainland'.

Irvin Cane

Kent

The scheme continues to grow in popularity with regular revision and development processes built in through in-service courses, the work of a Steering Committee and, this year, the half-time secondment of a German specialist. German Levels 1 - 3 have been extensively re-written, as have Spanish Levels 1 and 2. There is increasing evidence of schools using the scheme as a basis for diversification of provision, with significant numbers beginning Spanish, German and some Italian. The 'European Language Certificate' principle has been endorsed in the County Policy Statement on Modern Languages.

Many scheme users are investigating the possibility of more continuous assessment not only of the oral skill but of listening and reading. Continuous assessment is perceived as providing learners with more tangible incentives, short-term goals, more feedback and a greater sense of the value of everything that is done in the learning situation.

The major event of the Kent year was the first run of the GCSE Mode 3 (see GOML News 12). The proposal has recently received SEC approval and looks set to expand its appeal.

An interesting development at County level is the setting up of an assessment support unit which is likely to take over much of the production and administration work associated with the scheme whilst leaving its design and development firmly in the hands of teachers. It is expected that a half-time secondment will be offered for a teacher to act as 'project manager'.

Tony O'Sullivan

Lancashire/Cumbria

1987/8 has once again been a busy year for the Graded Testing Unit at St. Martin's College with an estimated number of 145,000 pupils entering various levels and languages offered. At the beginning of

the year we produced a new style Spanish One test with visual cues in the oral test. To accompany the test visuals, the Unit has recently produced a set of seventy-two A4 Flashcards in order to support much under-resourced Spanish teachers! (Price £10.00 if anyone is interested!) A new French One test, (also with a visually cued oral) is currently in production.

In the true spirit of the 'gospel according to diversification' much work has gone into the production of Level One syllabuses and tests for Portuguese, Dutch and Mandarin Chinese. The latter was developed with the help of a Chinese student Lin Chow Lun, (alias 'Kevin') who is a student at Lancaster University. He kindly commissioned the art work for the test from a contact in Beijing! A one-man solo effort from a Stockport teacher, Robin Hunt, has also produced a Level One syllabus and test in Danish. Our thanks to Robin - he is certainly worth his bacon! (or is it salt?).

Work is continuing on a new Level Three syllabus which will be non-language specific and therefore applicable to most languages. It is intended to produce a new style Level Three test in French in the coming year, with a more interactive oral element and a much reduced English content in the reading and listening tests.

Perhaps the major part of our work this year has however been to disseminate information about our 'Preliminary Certificate of Modern Language Skills for Work' - a pre-vocational scheme which aims to prepare learners to deal with foreign visitors to Britain in a variety of work situations (- the opposite side of the 'dialogue' to graded objectives and most of GCSE!). The Graded Testing Unit has prepared a 220 page pack for the scheme including aims and objectives, student checklists, assessment tasks, sample teaching materials, a small comments bank for student profiling and an assessment video of students attempting various tasks. In view of the scheme's infinite flexibility, it appears to be proving readily adaptable to the new initiatives of the moment - TVEI, CPVE, BTEC/C & G Foundation Programmes/Modular GCSE (etc. etc.!). Full information about the scheme and materials are available from the GTU.

Finally, this year has sadly meant the departure of Clive Hurren (now Advisor for Trafford), Phil Wood (now Advisor for Lancashire) and Meg McCaldin, who has been at the Unit since its inception in 1978. Our thanks to all of them for helping to keep Lancaster on the GOML map.

James Burch, from the Lord Grey School, Bucks., takes on the

job of new Director of the Unit in September. We all look forward to working with him in the coming academic year.

Graded Testing Unit
Institute of European Education
St. Martin's College
Lancaster.
LA1 3JD

Liverpool

Liverpool takes part in the Lancashire/Cumbria scheme. The Authority has one representative on the 'Graded Testing Steering Committee' which meets once per term at Lancaster. Recently this committee has focused most carefully upon new moderation procedures at levels one and two. These procedures would reduce the work on individual teachers by decreasing the amount of times they have to have tapes externally moderated to only once per year at these levels. Also the committee has worked upon refinements to Level III, seeking to create one syllabus common to all languages at this level.

Schools in Liverpool have their entry fees for graded tests paid directly by the Authority. Entries for tests have increased in recent years. The majority of entries tend to be at Levels I and II. Many schools concentrate their entries in the lower schools (years 1 to 3) but patterns vary greatly from one school to another. The table which is attached gives some idea of entries within the Authority.

Malcolm Hancock
Adviser

GRADED TEST ENTRIES

Language	Level	1987
French	I	1,449
French	II	417
French	III	92
German	I	351

German	II	137
German	III	33
Spanish	I	362
Spanish	II	180
Spanish	III	56
Russian	I	1
Italian	I	0
Italian	I	0

Gary Ogden

Norfolk

During the past two years we have revised our tests in the light of GCSE syllabuses. We now have in operation:

French	Levels	1,2,3, and 4	
German	Levels	1,2,3, and 4	Level 4 is the last 'pre GCSE' test
Spanish	Levels	1 (to be extended)	

The group is now concentrating also on the production of materials for use in the classroom. We have received financial support through GRIST. Our current projects are:

1. 'Le francais par diapo'
2. 'Dias vom deutschen Schilderwald' < slide sets of signs etc. < for reading comprehension.

3. Reading comprehension - authentic texts for the History/Biography GCSE topic (we couldn't find much on this in textbooks).

The materials will be distributed to schools within the County at cost. (There is the possibility that the County will be prepared to sell them outside the authority, but the situation is not clear at the moment).

Don Lillistone
Chairman

Northern Ireland

GOML in Northern Ireland is well established, and several groups have been operating largely independently for a number of years. Recently an attempt has been made to co-ordinate the work of these groups in order to avoid unnecessary duplication of effort and to share ideas and resources. A Co-ordinating Committee was therefore established, representative of teacher groups, LEAs, the Departments's Inspectorate and higher education, and based at Belfast Teachers's Centre.

The very success of GOML in Northern Ireland was beginning to pose problems of a logistical nature, and groups were finding it increasingly difficult to carry out the necessary administrative tasks on a voluntary basis and without any formal external support. The Co-ordinating Committee therefore approached the Northern Ireland Schools Examinations Council (NISEC) with a request that the Council should assume the responsibility of administering graded tests in modern languages. NISEC's response was encouragingly positive, and it is hoped that the responsibility for GOML in Northern Ireland will devolve to NISEC by the school year 1989-90.

To facilitate the transfer to NISEC, the Co-ordinating Committee has amalgamated the French syllabuses of the various groups to form one set of syllabuses (Levels 1-4) for the whole of Northern Ireland, and will be responsible for administering GOML in the period prior to NISEC's involvement. In addition to French, there are syllabuses available in German, Irish and Spanish. The approximate uptake in graded tests for the school year 1987-88 was as follows:

Level	French	German	Irish	Spanish
1	8000	1000	600	200
2	6500	100	100	100
3	1000			
4 (new)				

Further information may be obtained from:

Mrs Daphne Abraham
Belfast Teachers' Centre
Queen's University
Lower Crescent
BELFAST

Sefton

Working parties continue to meet to review schemes and prepare tests in each of the following:

French	(Levels 1,2 and 3)
Spanish	(Levels 1 and 2)
German	(Levels 1 and 2)

The nature of the texts is slowly evolving and approaches to marking are being modified to bring the Sefton scheme more into line with what is happening at GCSE level. There is a growing awareness that more fundamental changes are needed. Efforts will be made to break new ground during the next academic year.

R Bretherton

The South West Region Modern Languages Credit System

The Somerset Language Centre continues to service the Credit System on behalf of the Counties of:

Avon
Cornwall
Dorset
East Sussex
Gloucestershire
Somerset

and an increasing number of independent schools. Whilst the number of pupils participating in the system on an annual basis remains fairly constant at about the 14,000 mark, each County has been entirely free to explore and develop other systems of assessing and recording. This has been the case particularly during the past

five years (the Credit System has already had its tenth anniversary) since the Co-ordinator has no longer been available to initiate developmental work.

Credits 1, 2, 3 in French and German, and Credits 1, 2 in Italian and Spanish were designed to offer success and a usable competence to learners of limited needs and limited linguistic ability, whatever their age. In this respect, the Credit System not only fulfills its original purpose but undoubtedly encourages innumerable pupils to continue their study of a foreign language to the age of 16. In the recent past, such pupils found Mode 3 CSE courses appropriate and manageable, and many are continuing to derive enjoyment and satisfaction at the General Level of a number of Mode 3 GCSE schemes which are being piloted in the region.

David L Ellis
County Adviser for Modern Languages

Suffolk

Following the work of two secondees over the past two years, the Suffolk scheme has undergone a thorough revision and Levels 1 (including foundation level) and 2 of the new scheme are being implemented from September 1988. The new scheme consists of a foundation level followed by 4 further levels. The assessment is based on defined skills. These are linguistic and the more general 'enabling' skills. Criteria are given in terms of these skills and task types, for each level. There are suggestions for content, but schools are free to mediate the skills through any content they find relevant to their pupils. Assessment is continuous, and is conducted through a series of tasks which are designed to replicate good classroom practice. This will allow for a considerable amount of mixed-skill assessment. Pupils accumulate points on the basis of these tasks, and these points transfer to levels on a given scale. There is also a profile under development which will conform to the Suffolk Records of Pupil Achievement cross-curricular skills profile.

We are hoping to cater for all the languages previously catered for under the old scheme i.e. French, German, Spanish, Italian and Japanese.

A GCSE Mode 3 scheme in Combined Languages is being submitted to SEC on our behalf by MEG. This will be based on SGOML and will, if accepted, provide single certification across two

languages and an element of language awareness. In this way SGOML will dovetail into GCSE across the full range of grades.

Further details can be obtained from Jane Rostance, SGOML Co-ordinator, South Suffolk PDC, Paul's Road, Ipswich IP2 OAN (Tel. (0473) 51635)

Sunderland

The scheme is being completely revised, with the first two levels being piloted in 1988/89. A support teacher, Sue Hobley, has been appointed to oversee this work. The levels are designed to permit maximum flexibility within a given framework. There are indexes of skills, topics and settings which can be combined in any number of ways to create assessment tasks at different levels. Progression between levels is defined in terms of a number of factors relating to the degree of predictability of the interaction and the amount of language handled for example. A major task of the pilot scheme will be to work towards consistent application of the relevant criteria in devising assessment tasks.

Work is also progressing on a system of recording and profiling, which meets the need for regular, ongoing assessment by encouraging a high degree of learner participation.

Harmer Parr
General Adviser, Modern Languages

Surrey

The work for Graded Tests in Surrey is carried out by a Working Party meeting after school 2 or 3 times per term. We do not as yet have a seconded non-teaching co-ordinator; we therefore have to rely entirely on the hard work of the many teachers who have given so freely and cheerfully of their time and expertise.

In 1987 just over half of our 160 Middle Schools entered pupils for Level 1 GOLF Tests in French and about half of our Secondary Schools now offer pupils Levels 1 and 2 in French, German and/or Level 1 in Spanish or Italian and this year we have piloted a Level 1 Danish.

A successful innovation since 1987 has been the development of Adult GOLF tests and syllabuses which have been piloted with favourable reactions from customers in the Reigate AEI. We hope to expand the use of these tests to other adult classes in 88/89. So

far we have Levels 1 and 2 in French and German and Level 1 Spanish.

At the time of writing, the GOLF Working Party is in the final throes of preparing its Level 3 French Test. This should be available to schools by the end of 1988. The Working Party will then turn its attention to creating support materials and activities for its Level 3 syllabus. (A pack of support materials for Level 2 French is due to go to the printers very shortly and will be available to schools in the Autumn. Thereafter, we hope to complete the German Level 3 tests before moving on to a Level 4 in both languages.

Our Level 3 is based solely on the theme of an exchange visit. Many elements have been retained from Level 2, to provide for some continuity.

a. periodic oral tests to provide a degree of continuous assessment
b. oral tests based on the 'information gap' principle
c. discreet testing of skills in the summative tests
d. equal weighting of listening, speaking, reading and writing.

However, Level 3 introduces a number of changes in the GOLF scheme. We felt it appropriate at this level to avoid recourse to English as a testing technique, since the 'backwash effect' of testing in English was prejudicial to good classroom practice. We were also very conscious of the need to build in a progression of skill from Level 2, and testing via the foreign language alone helped to achieve this. We have also made the oral tests less predictable; items for listening comprehension are longer; reading texts are also longer and an element of inferential comprehension has been introduced. We also felt it appropriate to introduce an element of written assessment at this stage. This involves filling in a form and writing a thank you letter (a valuable and desirable skill!) The letter is marked according to clear performance criteria; communication and not accuracy is the prime consideration; however, quality of transmission and linguistic sophistication are assessed for the highest criterion. We have thus consciously created an obvious waystage which overlaps with the basic level tasks of GCSE.

The avoidance of English as a testing technique has not proved easy. Our work last year looked at the types of exercise we could use and the difficulties/benefits of each. Exercises produced during

these deliberations will go into the pack of support materials. We identified the following possibilities:

A. PICTORIAL

(i) matching what is read/heard with a picture
(ii) multiple-choice picture questions

B. LINGUISTIC

(i) true-false questions in the foreign language
(ii) matching different texts (e.g. *Demandes d'Emploi and Offres d'Emploi*; lonely hearts)
(iii) grid completion
(iv) multiple choice questions in the foreign language.

Answers in French to questions in the foreign language were rejected as a testing technique. The element of language production was felt to interfere with a test of **comprehension** skills only. Stipulating one-word answers may help to overcome this. These remarks of course are not to dissuade us from using this as a teaching technique. We have in mind, however, foreign language questions which test comprehension (as in English 'comprehension' passages) and not the sterile approach of the 'O' level type of AEB question whose purpose was merely to assess grammatical manipulation.

The Working Party feels that assessing solely via the foreign language will raise the pupils' language skills. Thus, they should be better equipped to cope with GCSE and, more importantly, should have developed other intellectual skills more fully. We are convinced that this approach to testing, and thus to teaching, is a more stimulating one. However, there is a snag: we found it very hard to reconcile the avoidance of English as a testing technique with the requirement that testing be 'authentic'. Discussion with HMI has not helped solve this dilemma. If the HMI are serious in their desire to see greater use of the foreign language in teaching and assessment, then it seems desirable for them to institute suitable training courses.

The format of the Level 3 tests is as follows:

Session 1: Writing (a form to fill in, requesting personal details)
Reading (two 'introductory' letters)

Session 2: Listening (the pupil is in France, listening in to a number of conversations)
Reading (magazine excerpts - job adverts, lonely hearts, TV programmes - Minitel etc. Pupil still in France)

Session 3: Writing (a thank you letter, based on a 'model' version)
Listening (pupil receives a 'thank you' cassette as part of a 'correspondence sonore')

plus 5 ongoing Oral tests (pupils assessed in pairs in the classroom over a period of two or three terms).

C A Humphrey (Chairman, GOLF Working Party)
P Satchwell (Inspector for Modern Languages, Surrey)

Sussex, West (GOALS)

With the advent of GCSE, Levels 4 and 5 in French became redundant. Schools now have the choice of Levels 1-3 in French, German and Spanish. There are tests in Speaking, Listening and Reading, with a simple, optional Writing test at Level 3.

The time needed for GCSE Oral testing this year has begun to affect the take-up of French at Levels 2 and 3. The Syllabus and related methodology have been widely adopted as an aid to pupil motivation, but full formal testing is now decreasing. The existence of *Tricolore* Assessment Packs has also influenced the perceived need for a separate graded objectives scheme.

In the 8 - 12 Middle Schools, Level 1 French is still the target of a two-year course. There the scheme has produced a more coherent positive approach, with benefits for the Secondary phase, particularly in the area of group/pair-work and oral/aural skills.

With the increasing pressure of new initiatives, local graded objectives schemes are bound to occupy a less prominent place in Modern Language teaching. GOALS has served us well, but will certainly need to be adapted in the light of the National Curriculum, TGAT attainment testing and profiling/records of achievement.

N.B. Some of our GOALS techniques have been incorporated into the SEG Modular French GCSE pilot project, recently accepted by SEC as a 100% coursework alternative GCSE.

Rosemary Olivier, our LEA co-ordinator for this scheme, will be

seconded for the Autumn Term, 1988, to work on the related areas of assessment, evaluation and profiling in modern languages.

Eric Garner
Adviser

Walsall

The Walsall GOML groups have continued to meet on a regular basis, developmental sessions usually taking place between 4.30 and 6.00pm, some members being allowed directed time for this purpose. In addition, the LEA has reinforced its support for GOML work by centrally funding half a day per term for the purpose of GOML-related In-service work.

The work of the GOML groups has been supported by the full-time secondment of a Head of Department to the post of Advisory Teacher Trainer for Languages. The brief currently includes responsibility for the co-ordination and development of the schemes, and the moderation of the results. In addition, a specialist Spanish co-ordinator has been appointed on a 0.1 timetable secondment, for a period to be reviewed, although it is anticipated that this seconded time will remain with GOML in the future, albeit in languages other than Spanish.

The Walsall French GOML group has just seen through the first year of its Mode 3 GCSE examinations, validated by MEG. The results are pleasing, though the administration of the scheme has been rather trying. In all, five schools participated, entering a total of 180 pupils for the full range of levels. The scheme has not been validated by SEC for use in 1990.

Many of the materials used in the Walsall tests have been collected/developed during visits to Sèvres (GOML course) and Hamburg (DES/Goethe Insitut course). We are fortunate to have been able to send representatives on both courses again this year, and have a new stock of up-to-date materials for local schools to select from in our new Modern Languages Resource Bank.

A summary of the work of the groups may be expressed as follows:

French Levels 1 and 2 : revised versions available
Level 3 : under revision
Level 4 : former Mode 3 CSE, now included with
Level 5 : to form new Mode 3 GCSE

German Level 1 : revised
Level 2 : under revision
Level 3
Level 4
Level 5

Spanish Level 1 (children's) : revised
Level 1 (adults'):
Level 2 : under revision
Level 3 : to be developed

Russian Level 1 : under development
E2L Level 1 : under development

S Harrison

Yorkshire, North

This has been a 'milestone' year for us. Joan Clarke from Canon Lee school has been co-ordinating the re-writing of our Levels 1-3, syllabuses and papers, in French, Spanish and German. Much of the spade-work has also been done by a central panel of teachers. Italian and perhaps Dutch at Level 1 will soon be added.

The new syllabus is much more 'communicative' than before, and involves a continuous assessment oral, with pupil progress cards. Attractive cartoon drawings were added by a third-year pupil. Since the syllabuses were all translated from an English original there is now a virtual uniformity across all the papers, though this did give rise to some debate. (Five schools are also trialling a scheme of continuous oral assessment in years 4 and 5).

The Level 3 is now also available in a modular form, and pupils entering for three languages at Level 1 or above can qualify for the Certificate in European Languages which has its own attractive certificate.

Numbers of entries are very similar to last year, and although pass rates are very high (usually over 90%), time has prevented a detailed analysis of results.

F1: 4000 F2: 3800 F3: 2000 G1: 2500 G2: 1800 G3: 700
S1: 200 S2: 120 S3: 80

Richard Beaton

Yorkshire, W. (TASC/ATSP)

Group involvement in GOML remains strong and various members have been active in different ways (e.g. Geoff Lucas acted as an assessor for the NPRA Pilot Study in the accreditation of graded-test schemes in Modern Languages; Cristina Barber represented the group at the National GOML conference run by CILT in June; Carol Fraine and other Bradford teachers have liaised with Bradford LEA in its revision of its GOML scheme). Feedback from these various sources underlines the need for change and revision to a scheme which is now almost 10 years old.

Perhaps the major event this year which will give impetus to future work was the 3-day National Conference for Spanish Teachers held at T.A.S.C. The conference was attended by some 50 teachers of Spanish (including the core of the TASC/ATSP West Yorks GOML group), from 25 different LEAs and 4 Independent Schools as well as 10 PGCE Spanish students from TASC.

There was a mixture of input by invited speakers and workshops led by TASC staff. The former included Vivienne Blackburn (HMI) on 'Modern Languages into the 1990's: Spanish in Context'; Barbara Lee (Senior Research Officer, NFRER) on 'Monitoring Pupil Performance: Insights from the APU'; Mike Calvert (co-author, ¡Vaya!) on 'Monitoring Pupil Progress: Insights from ¡Vaya!'; Jim Holroyd (General Inspector, The Wirral) on 'Taking the Initiative: Spanish and TVEI'. Workshops led by Geoff Lucas and Rob Rix focused on assessment for GCSE and practical classroom activities including the use of video communicative oral tasks and FLAW assignments.

On the second day of the conference participants split into four discussion groups to air and exchange views and experiences about the position of Spanish (present and future) within their own department, school and LEA/region. It was the unanimous wish of all present that the collective views of such a broad, national cross-section of Spanish teachers be put on record and disseminated as widely as possible at this crucial moment in time for the future of Spanish.

The questions discussed covered the current position of Spanish within participants' own school/region/LEA; their immediate and longer term hopes and plans for Spanish and how they had communicated or intended to communicate these plans to Heads, parents and governors.

Question 5 provoked the greatest response:

'What are the main factors that are likely to facilitate or hinder these hopes/ideals?'

The following summary will not surprise any Hispanists but is, nevertheless, worth restating in the hope that those with some influence or control over the following factors will, at least, try to give them sympathetic consideration in the future.

Spanish Teachers' Perceived Needs

- more HMIs and LEA advisers/inspectors with Spanish as their specialism (or, at least, somewhere in their profile).

- more LEAs with a coherent language policy which takes diversification of the first FL seriously and which would help implement this aspect of present government policy rather than leaving such decisions to the whims of Heads and governing bodies.

- more carefully prepared, smartly produced publicity documents aimed at persuading Heads and governing bodies of the growing importance of Spanish (the ATSP leaflet 'Learn Spanish' was commended in this respect but its target was pupils and parents; a different document was needed for Heads, governing bodies and prospective employers).

- more positive representation of Spain, the Spanish people, the usefulness of the Spanish language and the benefits of linguistic diversity in general in the Media to heighten public (particularly parental) awareness of 1992 etc.

- more sympathetic treatment of Spanish at school level with regard to timetabling (e.g. **not** double lessons Thursday and Friday afternoons); option blocks (e.g. **not** Spanish against Physics or Computing); resources and staffing (a constant worry when Hispanists left).

- more initial training institutions which provided both ITT and INSET with Spanish as a **main** focus (where such institutions existed this had always had a positive, supportive effect upon Spanish in schools in the surrounding area and beyond).

- more involvement of Spanish (i.e. a higher profile) at institutional, local and national levels in such initiatives as TVEI, FLAW, 'AS' Levels (not just GCSE and 'A' Level).

- more support (financial and moral) for the efforts of Spanish teachers to establish links with industry and commerce, twinning arrangements, trips, exchanges, and other links with Spanish speaking countries and Spanish in many educational and commercial contexts.

- more support from all Spanish teachers for ATSP which, even within the new unitary Association for Language Learning, will continue to speak for Spanish with a loud, clear and collective voice on such matters as current proposals for the **second** foreign language and so on.

It was salutary to note that GOML schemes were cited by several participants as having played a key role in the continued well-being of Spanish in their school and region.

A similar conference is planned for next year

Provisional title: 'Spanish for All: School and Classroom Strategies'.

Provisional dates: Monday 3rd July - Wednesday 5th July (inclusive).

Anyone wishing to be put on the mailing list please write to:

Roger Goulden
Head of INSET
Trinity & All Saints' College
Brownberrie Lane
Leeds
LS18 5HD
Tel: 0532 584341

It is hoped that part of the conference will be devoted to GOML as a key strategy in the opening up of languages to all pupils in the 11-16 age range.

Cristina Barber & Geoff Lucas

5. Details of GOML groups

As at September 1988; (where no return has been received, the information from 1987 has simply been carried forward).

F1 = French Level 1
G1 = German Level 1
It1 = Italian Level 1
R1 = Russian Level 1
S1 = Spanish Level 1
Ir1 = Irish Level 1, etc.
( ) = work in preparation

NB: The Language Teaching Library at CILT has a large collection of GOML syllabuses, tests and materials for reference. If you wish to purchase copies, please write to individual groups (sae).

ANTRIM - see Belfast I
Mr B Simpson, Ardnaveigh High School, Birch Hill Road, Antrim, Northern Ireland.

ARMAGH: F1, F2 (F3)
Mr D Millie, DENI, Rathgael House, Balloo Road, Bangor, Co Down BT19 2PR.

AVON - see South West
Mr P G Whittington, Senior Adviser, PO Box 57, Floor 5, East Wing, Avon House North, St James Barton, Bristol BS99 7EB.

BARKING AND DAGENHAM: F1 (F2); G1 (G2); R1 (R2)
Mrs S Tweddle, Advisory Service, Wesbury Centre, Ripple Road, Barking DG11 7BT.

BARNET: F1, F2; G1, G2; S1, S2
Mr G Lee, General Adviser for Modern Languages, Town Hall, Friern Barnet, London N11 3DL.

BARNSLEY: F1, F2; G1; S1, S2
Mr A Nutton, Adviser for Modern Languages, Berneslai Close Education Offices, 40 Victoria Road, Barnsley, South Yorkshire S70 2HS.

BEDFORD: F1, F2, F3, F4, F5; G1, G2, G3, G4, G5; S1, S2, S4, S5
Mr J B Keenan, County Inspector for Languages, County Hall, Prebend Street, Bedford MK42 9AP.

BELFAST I: F1, F2, F3, F4; S1, S2; G1, G2; 1r1
Ms P O'Reilly, Graded Objectives Group, Belfast Teachers' Centre, Upper Crescent, University Road, Belfast BT7 1NT.

BELFAST II (ASC Belfast): F1, F2, F3, F4, F5; Slides/booklet for Level 1.
H Sinnerton, Orangefield Boys' School, Cameronian Drive, Belfast BT5 6AW.

BERKSHIRE: Foundation French, F1, F2, F3, (F4); G1, G2, G3; S1; Chinese 1; It1; Guj; Urdu
Mr Robert Robertson, Reading Teachers' Centre, Cranbury Road, Reading, Berkshire RG3 2TS.

BEXLEY: F1, F2, (F3); G1
Mr M Cosh, Advisory Teacher for Modern Languages, Bexley C D Centre, Lamorbey Park, Burnt Oak Lane, Sidcup, Kent DA15 9BY.

BIRMINGHAM: F1, F2, F3 (MODE 3 GCSE); G1, G2, G3 (Mode 3 GCSE)
Mr Peter Lawton and Mr Tony Mais, Joint Graded Tests Co-ordinators, Martineau Centre, Balden Road, Harborne, Birmingham B32 2EH.

BOLTON: F1, F2; G1 (G2)
Mr J Dixon, General Adviser, PO Box 53, Civic Centre, Bolton BL1 1JW.

BRADFORD: Foundation French, F1, F2, F2\3; Foundation German, G1, G2 (G3); S1; R; Urdu
Ms Sheila Anthony, T F Davies Centre, Rosemount, Clifton Villas, Manningham Lane, Bradford, West Yorkshire BD8 7BY.

BRENT: (F1)
Education Officers, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW.

BROMLEY: F1, F2; G1, G2 (G3); S1; It1
Mr Jeff Lee, Bromley Curriculum Development Centre, Church Lane, Princes Plain, Bromley BR2.

BUCKS: F1, F2, F3, F4, F5; G1, G2, G3, G4, G5; Dutch 1 (S1); R1

Mr D Bolton, County Adviser - Modern Languages, Education Offices, County Hall, Aylesbury, Buckinghamshire HP20 1UZ.

BURY: F1-3; G1-2; S1-2
Mr A Finbow, The Athenaeum, Education Department, Market Street, Bury, Lancashire BL9 OBN.

CALDERDALE: see Lancs/Cumbria

CAMBRIDGE: F1-3 (F4); G1-3, (G4); S1, S2; It1; Urdu 1. Levels 3 and 4 equivalent to the full range of GCSE. (MEG)
Mr B Jones, Homerton College, Cambridge CB2 2PH.

CARDIFF - see WALES

CHESHIRE/CHESTER COLLEGE: F1, F2, F3, F4; G1, G2, G3; S1, S2; R1, R2
Mr J Baxter, District Education Office, Chapel Lane, Wilmslow, Cheshire.

CLEVELAND: F1, F2, F3, F4; G1, G2, G3, G4
Miss R Morris

CLWYD: F1-3 (F4); G1-3 (G4); Welsh 1, Welsh 2
French and German: Contact - Mrs G Dillon, Education Department, Shire Hall, Mold, Clwyd. Welsh: Mr W Owens, Senior Adviser for Welsh, Education Department, Shire Hall, Mold, Clwyd.

CORNWALL - see South West

COVENTRY: F1
Education Department, New Council Offices, Earl Street, Coventry CV1 5RS.

CROYDON: F1-4; G1-4; S1-4
Mrs S Rowell, Education Department, Taberner House, Park Lane, Croydon CR9 1TP.

DONCASTER: F1, F2, F3; (based on York), G1, (G2); S1, S2; R1, R2
Mr G K Vaughan, Education Department, Princegate, Doncaster DN1 3EP.

DORSET - see South West
Mr T Ferris, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER.

DUDLEY: F1, F2; G1, G2; F4 and G4 as CSE Mode 3
Rona Heald, Co-ordinator for GOML, Dudley Teachers' Centre, Laburnum Road, Dudley DY1 3JQ.

DURHAM: F1, F2 (years 1-4)
Mr A Sheard, Education Office, Craig Lea, Uplands Road, Darlington DL3 7SW.

EALING: F1, F1A, F2, F3; S1, S2, (S3); G1, G2
Mr R Boatman, Inspector for Modern Languages, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

EAST MIDLANDS: F1, F2, F3, (F4 and F5 as Mode 3 GCSE)
EMGRAS, School of Education, University of Leicester, 21 University Road, Leicester LE1 7RF.

ENFIELD & HARINGEY, London Boroughs of: F1, (F2); G1 (G2); S1; It1
Mr R Goulding, Civic Centre, Silver Street, Enfield EN1 3XQ.

ESSEX: Mr M Whalley, County Inspector - Languages, Education Department, PO Box 47, Threadneedle House, Market Street, Chelmsford CM1 1LD (Co-ordinator). Working Groups and briefs 1986/87:
French: (North) Mr R Bowen, Colbayns High School, Clacton-on Sea. Appraisal of Level 3 listening.
(Mid) Miss J Mullis, Brentwood County High School. Appraisal of Level 3 oral.
(South) Mrs J Edwards, King John School, Thundersley. Level 4 Review.
(West) Mr D Carter, Ongar Comprehensive, Ongar. Level 4 CSE exam.
German:(North) Mr G Fuller, Thurstable School, Tiptree. Level 3 teaching materials.
(Mid) Mr B Heathorn, Chelmer Valley High School, Chelmsford. BBC materials review.
(South) Mrs M A Tumber, Grays School, Grays, Level 4 review.
(West) Dr R Winter, Brays Grove School, Harlow. Level 4 CSE exam.

Spanish: Mr B Young, Barstable School, Basildon. Level 3 to be devised.
Russian: Miss M Wunderly, Sandon School, Chelmsford. Level 2 review.

GLAMORGAN - see WALES

GLOUCESTERSHIRE - see South West
Mr M C Ash, Adviser for Modern Languages, Shire Hall, Gloucester GL1 2TP.

GUERNSEY: using Nelson Tests, F1, F2, F3
Ms A Battye, La Mare de Carteret Secondary School, rue de Galaad, Catel, Guernsey, Channel Islands.

HARLOW/WEST ESSEX - see Essex

HAVERING: F1-2 (F3); G1-2 (G3)
Mrs S Kortlandt, Hall Mead School, Marlborough Gardens, Upminster, Essex RM14 3SF.

HEREFORD AND WORCESTER: F1, F2, F3, F4; G1, G2, G3; S1, S2 S3; It1, It2
Mr D Mann, County Education Office, Castle Street, Worcester WR1 3AG.

HERTS: F1, F2; G1, G2; S1, S2; Post CSE/'O' one-year-sixth course
Miss V M Howe, Adviser for Modern Languages, Education Department, County Hall, Hertford SG13 8DF.

HILLINGDON: F1, F2, F3, F4, F5; G1, G2; S1
Mr N White, Modern Languages Adviser, London Borough of Hillingdon Education Department, 2E/16, Civic Centre, Uxbridge, Middlesex UB8 1UW.

HUMBERSIDE: F1, F2, F3; G1, G2; S1, S2; R1, R2; It1
Mrs M V Buck, Education Offices, Eleanor Street, Grimsby, South Humberside.

ILEA: F1, F2, F3; G1, G2; S1, S2, S3; It1, It2; R1
Ms C Dunbar, Acting Warden, ILEA Languages Centre, 26-30 Laystall Street, Roseberry Avenue, London EC1R 4PQ.

ILEA/ULSEB: F1, F2; Urdu 1 (6 Levels planned)
Mr M Portal, ULSEB, Room 203, Stewart House, 32 Russell Square, London WC1B 5DN.

IRELAND (Eire): (F, G, It, S)
Sean McDermott and Joe Shiels, Linguistics Institute of Ireland, 31 Fitzwilliam Place, Dublin 2.

ISLE OF MAN - see Lancs/Cumbria

ISLE OF WIGHT, F1 Core, A and B
Irvin Cane, Teachers' Centre, Upper St James' Street, Newport, Isle of Wight.

JERSEY: see E Sussex

KENT: F1, F2, F3, F4 and F5 as GCSE Mode 3; G1, G2, G3, G4; S1, S2; It1; R1
Mr A V O'Sullivan, Tutor/Adviser in Modern Languages, Christ Church College, North Holmes Road, Canterbury, Kent CT1 1QU
Kent (Ellis Committee): F1
Mr C Smith, King's School, Mackean House, Rochester, Kent MR1 1TD.

KIRKLEES: F1-3; G1-4; (same tests as Sheffield but own certificates)
Mr R Brook, Holmfirth High School, Heys Road, Holmfirth, Huddersfield HD7 2SE.

LANCASHIRE/CUMBRIA: (plus Bury, Calderdale, parts of Derbyshire, Isle of Man, Merseyside, parts of Notts, Oldham, Rochdale, Salford, Stockport, St Helens, Trafford, Wigan, L B Newham, Wirral): F1, F2, F3; G1, G2, G3; It1, It2, It3; R1, R2; Mod Gk1, Urdu 1, Urdu 2; S1, S2, S3; (Portuguese 1 and 2, Dutch 1, Mand. Chinese 1)
Mr J Burch, Institute of European Education, St Martin's College, Lancaster LA1 3JD.

LEEDS: F1, F2, F3; G1, G2, G3; F4
Mr D Nicholson, Language Teaching Information Centre, 31 Harrogate Road, Leeds LS7 3PD.

LEICESTERSHIRE: German Graded Assessment G1 (based on EMREB French) (G2)
Mr D Sidwell, Principal Modern Languages Adviser, County Hall, Glenfield, Leicester LE3 8RF.

LIVERPOOL: F1, F2; G1, G2; S1; It1
Mr M Hancock, Education Department, Thomas Street, Liverpool L1 6BJ.

LONDON (AMR): F1-5; G1-3; S1
Miss L Price, Archbishop Michael Ramsey School, Farmers Road, London SE5 OUB.

LOTHIAN: F, G, S, It, R Levels 1-4; Levels 3 and 4 as Mode 3; Levels 5 and 6 planned.
Mr P Wheeldon, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

MANCHESTER EDUCATION AUTHORITY: F1, F2; G1; S1; R1; Urdu 1-5
Mr R Lofkin, Greenheys Centre, Upper Lloyd Street, Moss Side, Manchester M14 4H2.

MERSEYSIDE: see Lancashire/Cumbria

NEWCASTLE: F1, F2, F3, F4; G1, G2, G3, G4; S1, S2, S3, S4; FLAW as a notional Level 5
Mr J Connor, Adviser, Modern Languages, Teachers' Centre, Pendower Hall, West Road, Newcastle upon Tyne NE15 6PP.

NEWHAM: using Lancashire/Cumbria scheme
Mr G Noyau, Adviser for Modern Languages, Education Offices, Broadway, Stratford, London E15 4B.

NORFOLK: F1-F4; G1-3; S1; R1; It1
Don Lillistone, Head of Languages, Sprowston High School, Cannerby Lane, Norwich NR7 8NE.

NORTHAMPTONSHIRE: F1, F2, F3; G1, G2; S1; It1, It2; R1; Office French for sixth form; ESL
Mrs M McNeir, Northampton House, Northampton NN1 2HX; French: Miss Allison Firth, Guilsborough School; German: Mr David Martin, Trinity School; Italian: Miss Susan Delia, King's

Thorpe Upper School; Russian: Mr Cliff Brown, Kettering Boys' School; Spanish: Mr Brian Emerson, Huxlow School; ESL: Multi-racial Education Committee, Teachers' Centre, Barry Road, Northampton.

NORTH DOWN: F1, F2 (F3)
Mr John McConnell, 34 Sinclair Road, Bangor Co Down, North Ireland.

NORTHUMBERLAND: F1, F\S2 (Middle school French GOML scheme)
Mr J Squibb, Adviser Modern Languages, Education Offices, County Hall, Morpeth, Northumberland NE61 2EF.

OLDHAM: F1-3 (French FLAW as Level 4); G1-3; S1-2
Mr J W Doherty, St Augustine of Canterbury RC School, Warren Lane, Oldham OL8 2HY.

OXFORDSHIRE: F1, F2, F3; G1, G2, G3; S1, S2; It1, It2; R1; all now revised; (F4, G4); Chinese 1
Mr M Dennison, Modern Languages Adviser, Education Department, Macclesfield House, Oxford OX1 1NA.

RICHMOND: F1; G1
Miss A Hubart, Inspector for Modern Languages, Education Office, Regal House, London Road, Twickenham.

ROTHERHAM: F1, F2; G1, G2; (using Sheffield tests, own certificates)
Mr I Bailey, Clifton Comprehensive School, Middle Lane, Rotherham S65 2SN and Mr A Yeomans, Rother Valley College of Further Education, Doe Quarry, Dinnington, Sheffield S31 7NH.

RSA: Levels 1-3 (post 'O' Level) for adults in German, Spanish and Italian; Levels 1-4 in French
Royal Society of Arts, John Adam Street, London WC2N 6EZ.

SANDWELL: F1, F2, F3, F4; G1, G2
Co-ordinator for Graded Objectives in Modern Languages, Education Offices, PO Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.

SEFTON Association of Language Teachers: F1, F2, F3; G1, G2; S1, S2
Mr R Bretherton, General Adviser, Education Department, Town Hall, Bootle, Merseyside L20 7AE.

SHEFFIELD: F1, F2, F3; G1, G2, G3; F4 and G4; S1, S2 (Rotherham tests); R1, R2. Topic-based booklets.
Mr P Eustace, General Adviser/languages, Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ; French: Mr David Pridding, Tapton School; German: Mr Paul Howard, Rowlinson School; Spanish: Mr Mark Cholij, Silverdale School; Russian: Mr John Napier, Ecclesfield School.

SHROPSHIRE: F1, F2, F3, F4; G1, G2, G3; S1, (S2)
Mr M Gillions, Adviser for Modern Languages, The Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

SOMERSET - see South West

SOUTHAMPTON: F1, F2, F3 (Nelson tests): G1, G2, G3; (S1, R1)
Mr Richard Allen, St Anne's Convent School, Rockstone Place, Southampton.

SOUTH WEST: F1, F2, F3, F4; G1, G2, G3, (G4); It1, It2; S1, S2; FT4 for more able, + MODE 3 (free-standing)
Mr D Ellis, County Adviser for Modern Languages, The Language Centre, Somerset Education Centre, Parkfield, Park Road, Bridgwater, Somerset TA6 7HS.

STAFFORDSHIRE: F1, F2, F3; G1, G2, G3; S1, S2, S3; basic proficiency in Urdu. Mrs S Brookes, Trent Valley School, Newcastle Lane, Penkhull, Stoke-on-Trent, Staffs.

STOCKPORT: F1, F2; G1, G2; S1, S2; R1; It1 (using Lancashire/Cumbria)
Mrs E Pagliacci, Education Division, Stopford House, Town Hall, Stockport SK1 3XE.

STRATHCLYDE: F1 - Standard grade
Mr I Boffey, Adviser in Modern Languages, Renfrew Division Regional Offices, Cotton Street, Paisley PA1 1LE.

SUFFOLK: F1, F2, F3, F4 as Mode 3; G1, G2, G3, G4 as Mode 3; S1, S2; It1; Jap1, Jap2, Jap3, JapGCSE
Ms Jane Rostance, SGOML Co-ordinator, South Suffolk PDC, Paul's Road, Ipswich 1P2 OAN.

SUNDERLAND: New F1, F2; S1, S2 being piloted 88/89
Mr H Parr, Broadway Centre, Springwell Road, Sunderland SR4 8NN.

SURREY: F1, F2; G1, G2; S1 + It1
Mr P Satchwell, Inspector for Language, NW Area Education Office, 9 Heathside Road, Woking, Surrey GU22 7EU.

SUSSEX, WEST: F1, F2, F3, all revised; G1, G2, G3; Sl, S2, S3:pre-vocational (16-18) module linked to TVEI
Mr E Garner, Education Department, West Sussex County Council, County Hall, Chichester, West Sussex PO19 1RF.

SUSSEX, EAST:
Mr B J Goodman-Stevens, Area Adviser/Languages, 31 Carew Road, Eastbourne, East Sussex.

TAMESIDE: F1, F2; G1 (based on Lothian)
Mr R Addelman, General Adviser Modern Languages, Tameside Education Office, Wellington Road, Ashton-under-Lyme, Lancashire.

TRAFFORD: see Lancashire/Cumbria.

WAKEFIELD: F1, F2, F3; G1
Ms D Barraclough, General Adviser/Languages, 8 Bond Street, Wakefield, West Yorkshire.

WALES: W1, W2, W3, (W4, W5 as Mode 3)
Mr G Hughes, National Language Unit of Wales, Brook Street, Treforest, Pontypridd, Mid-Glamorgan.
National Language Unit of Wales GO Scheme: Beginner's level French, German and Spanish; F1-3, F4 as Mode 3 GCSE; G1, G2, G3; S1, S2; Materials for levels 1, 2 and 3. All available in Welsh medium as well.
Mr M Fowler, National Language Unit of Wales, Brook Street, Treforest, Pontypridd, Mid-Glamorgan.

WALSALL: F1, F2, F3, F4, F5 as Mode 3 GCSE; G1, G2, G3, G4, G5 as Mode 3 GCSE; S1, S2; (R1); (ESL1)
Mr W Baxendale and Mrs S Harrison, Education Department, Civic Centre, Darwall Street, Walsall SW1 1DQ.

WALTHAM FOREST: F1, F2, F3; G1-3
Miss J Campbell, The Teachers' Centre, Queens Road, Walthamstow, London E17 8QS.

WIGAN: See Lancashire/Cumbria

WILTSHIRE: F1, F2; G1, G2; (Mode 3, F and G)
Mr E Bird, Modern Languages Adviser, Education Department, County Hall, Trowbridge, Wiltshire BA14 8JB.

WIRRAL: see Lancashire/Cumbria

WREXHAM: Welsh 1 for adults
Mr P Davies, Cartesle College, Cefn Road, Wrexham, Clwyd LL13 9NL.

YORKSHIRE, NORTH: F1, F2, F3, F4 and F5 full range of GCSE; G1, G2, G3, G4 Mode 3; Spanish Consortium S1, S2, S3 (certificates awarded by ATSP); Swedish
Mr R Beaton, Ripon Language Centre, The College, College Road, Ripon HG4 2QX.

YORKSHIRE, WEST (TASC/ATSP): S1, S2, S3
Mr G H Lucas, Trinity and All Saints College, Brownberrie Road, Horsforth, Leeds LS18 5HD.

In September 1988 schools in 94 LEAs in the UK are involved in Graded Objectives schemes. There are approximately 82 different syllabuses in operation for F1.

The Editor would be very grateful if group leaders could check this information and forward any alterations or additions to CILT as soon as possible.

A copy of this Newsletter is sent free of charge to all co-ordinators of GOML Groups. Further copies can be obtained from CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS, priced £1.70 + 30p postage.